

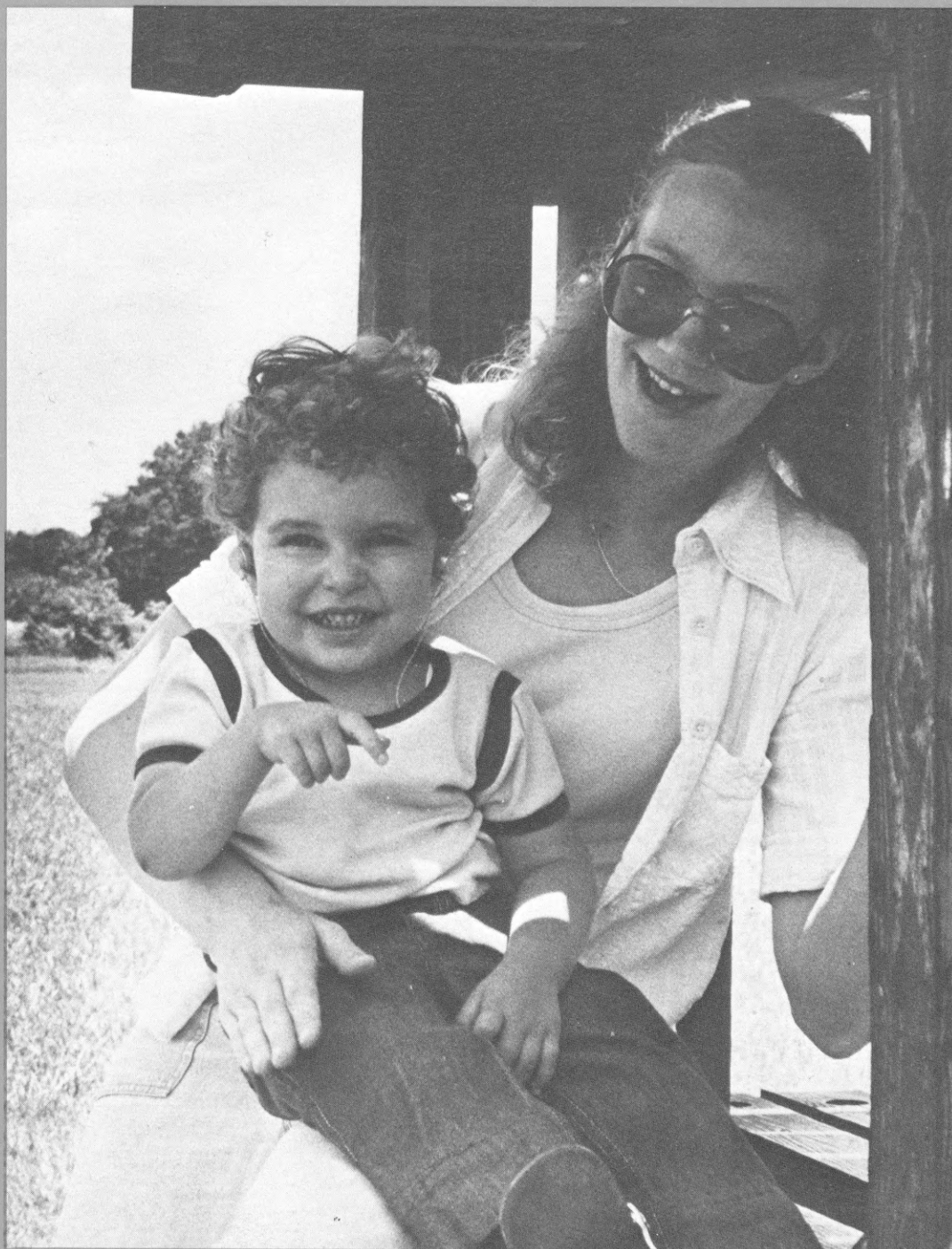
THE DEAF AMERICAN

A New Beginning: GALLAUDET SUMMER LEARNING VACATION

THE NATIONAL MAGAZINE FOR ALL THE DEAF

**JULY-AUGUST
1979**

75¢ Per Copy



Two of the participants in the 1979 Gallaudet College Summer Learning Vacation program in Kansas City were Cindi Seyler and her two-year-old son, Jesse. They are shown exploring the wonders of a petting farm together. (Feature article starting on page 5)

The Editor's Page

Murphy's Law in Full Effect

Murphy's Law: Anything that can go wrong probably will—and at the worst possible time and in combinations of misfortunes. And Murphy's Law was in full effect as respects the June 1979 issue of THE DEAF AMERICAN.

The May issue at our old printers was late, resulting in a delay in ascertaining material available for the June issue. And that included the "overset" which could not be readily converted to a new type style.

Change to a new printer involved becoming familiar with an entirely different scope of operations. Communication gaps were inevitable. Assumptions were made which turned out to be wrong, at certainly wrong at the Editor's end!

All in all, we have had our problems but hope with this, the July-August, issue we are on the right track again. We have changed to Helvetica as a more readable type face but are open to suggestions.

More About Deaf Jurors

Thanks to Muriel Horton-Strassler, Associate Editor, *Disabled USA*, we reprint from the Vol. 2, No. 2, 1978, issue of that publication in answer to our recent request for input on developments regarding deaf jurors:

DEAF JUROR DISQUALIFIED. . . .

"The interest of the plaintiff in becoming a juror must be secondary to the interest of the State in assuring a fair trial to the litigants in its courts."

That statement by Federal District Judge Elsi Jane Trimble Roy at Little Rock was the heart of an opinion in the court case of Mrs. William Eckstein, who is deaf, against an Arkansas law. The law disqualifies persons who are deaf from serving as jurors.

Judge Roy ruled on the case June 9. In her 17-page opinion she commended Mrs. Eckstein for wanting to serve as a juror, but said the interest of the litigants supersedes any other interests an individual may have in serving on a jury.

The decision is expected to be appealed.

In her lawsuit, Mrs. Eckstein contended that her constitutional rights were violated March 20 when Pulaski Circuit Judge William J. Kirby dismissed her as a prospective juror. The dismissal was in compliance with Act 568 of 1969, which

disqualifies from jury duty any person whose senses of hearing or seeing are substantially impaired.

The ruling by Judge Roy said that Mrs. Eckstein's interest in serving as a juror is not a "fundamental right" protected by the U.S. Constitution. The decision upheld the validity of Act 568, by stating that the law does not violate the requirements of the Due Process and Equal Protection Clauses of the Fourteenth Amendment.

During a hearing on the lawsuit April 7, Mrs. Eckstein demonstrated her ability to follow interpretation for the deaf. In her ruling, Judge Roy took note of this, also the fact, that during a court proceeding, Mrs. Eckstein's attention would be confined to the interpreter, and at times it would become necessary for her to request a repetition of testimony. In this context, Judge Roy's ruling said, delays could arise "and it would be most difficult to assure that all parties would receive an expeditious and fair trial."

Author Credit

The May 1979 issue of THE DEAF AMERICAN included an article which should have carried author credit—"New Jersey's Telecommunication Training Program for the Deaf," contributed by **Judith Torrey**, Coordinator.

Author credits and photo credits are a problem, for all editors. As stated on numerous occasions, we strive to give such recognition. Unfortunately, pictures as submitted all too often fail to include credit notes. Manuscripts come in without bylines in the text; covering letters do not always make it clear as to who prepared the material. Sometimes indications are, for one reason or another, it is desired that articles be printed without bylines.

We welcome contributions of all kinds. We can do a far better job if they are accompanied by clear-cut credit information.

IMPORTANT NOTICE

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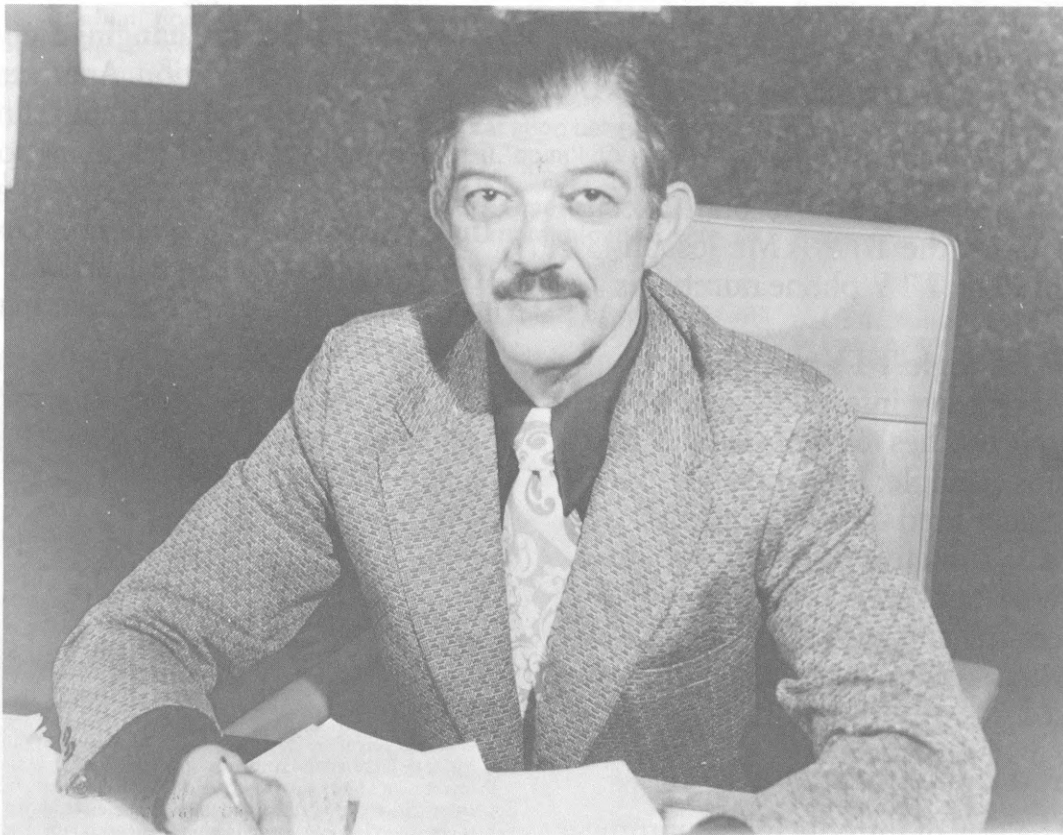
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Frederick C. Schreiber 1922-1979



On September 5, 1979, Frederick C. Schreiber, Executive Director of the National Association of the Deaf, died of a heart ailment at New York University Hospital. Additional stories will appear in the September 1979 issue of *The Deaf American*.

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Gallaudet's Summer Learning Vacation: A New Beginning

By MARNIE CAMPBELL

When the doctor tells a family that their child is deaf, it may take some time for them to understand fully all the implications of that diagnosis. Perhaps most of us react by thinking that this is the end, but that's not true: Instead, it is a new beginning.

My husband and I both come from hearing families, so 6 years ago when our son Chris was born deaf, he was literally the first deaf person we had ever known. Our learning about the world of the deaf has been gradual; however, a new summer program sponsored by Gallaudet College has broadened our understanding immeasurably. These Summer Learning Vacations have been held on the Gallaudet campus in Washington, D.C., for six years. But this summer, four extension vacations were held: in Buffalo, New York; Atlanta, Georgia; Berkeley, California; and in Overland Park, Kansas. We chose to attend the last session because Johnson

Many of us for the first time had contact with professionals who were honest with us. Previously, some parents had not been informed of the various theories of educational approaches, or what an Individualized Education Program (IEP) is. One mother told us that her audiologist had never explained her daughter's audiogram to her because he thought she wouldn't understand it! Several families had been to a series of doctors, with various diagnoses as a result. Whom do you believe? It was most interesting to share our common experiences and frustrations.

The 27 staff members involved with the Learning Vacation believed in giving parents correct, complete information, "telling it like it is." For example, Gerald Johnson (KSD superintendent) talked about Total Communication with us, giving us the benefit of his experiences in different educational situations. He also said to us, "Most of your kids will



Ed Franklin, Director of our Summer Learning Vacation, emphasizes his point in talking with parents.



Jim LeBuffe, Gallaudet College's parent educator, shows Mary how to sign a story to Jesse, age 2.

County Community College (JCCC) where classes were held and the Kansas School for the Deaf (KSD) where we lived are nearest to us. On June 3, our family and 13 others drove to KSD from five states, some as far away as 600 miles. Our 10-day session was organized by Ed Franklin, Director of the Gallaudet Extension at JCCC.

marry other deaf kids. Have you ever thought about that?" (And most of us hadn't; it's not easy to visualize that when they're preschool age!)

Mary Lou Garton also shared some of her experiences with us. Her deaf daughter is now 28, a married teacher at Berkeley, but she had many of the same difficulties we parents have today—

questions about disciplining, educating and just coping with day-to-day problems. At the school her daughter attended, sign language was forbidden. However, Mrs. Garton learned it secretly, and one night when her little girl woke up crying from a nightmare, she signed: "A lion is chasing me. My legs are weak, but my strong father will push him away." Mrs. Garton understood in sign language what she never could have verbally, so she was able to comfort and reassure her child. At that time she decided to use sign language with her all the time, which went against educators' advice. She said, "I will never allow someone else to tell me I can't understand my daughter."

That's the kind of credibility most experts **don't** have. We have generally worked with teachers and professionals who are competent, but perhaps may not even be married or have no children, let alone a deaf child. How can they really understand the problems that we're facing on a daily basis?

Probably the most helpful of the staff were those who are deaf themselves. Ken Clark not only told us of his experiences in the community as the coordinator of KSD's on-the-job-training program, but also he discussed freely his experiences attending first a public school, then a residential school,

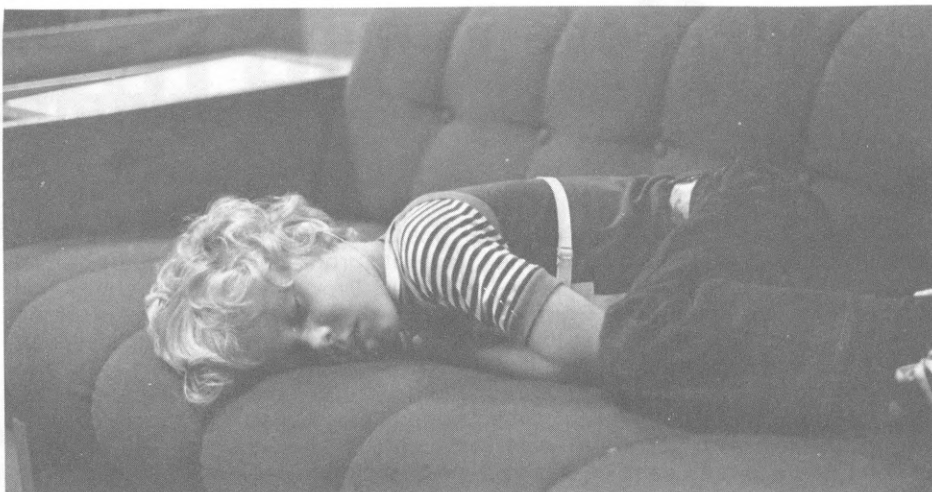
PHOTO CREDITS: Ed Franklin, Director, Summer Learning Vacation.

graduating and going on to Gallaudet College, marrying his high school sweetheart and raising their two hearing children. He remembered what it was like to be the only deaf kid in his neighborhood. He had friends, but not many **good**, hearing friends; on his block there would usually be one person who was willing to take the time, make the effort to learn sign language. The insights we gained from his experiences were invaluable; Ken is not only very perceptive, but he has the ability to communicate those perceptions to parents.

Both Ken and the teacher aides in the children's class were also good for our son. Like all deaf children, he needs the exposure of good role models who are deaf, and there they were, 24 hours a day! He loved it.

These staff members worked with us in formal and informal settings. During the day, the children (deaf and hearing) went to classes according to age and ability level. We parents had classes in sign language, sessions with parent educators in which various demonstrations were given (some involving our kids as models) and group counseling sessions. Classes were held morning, afternoon, and evening over a 10-day period, so there was time to cover a lot of territory! And we so desperately needed that.

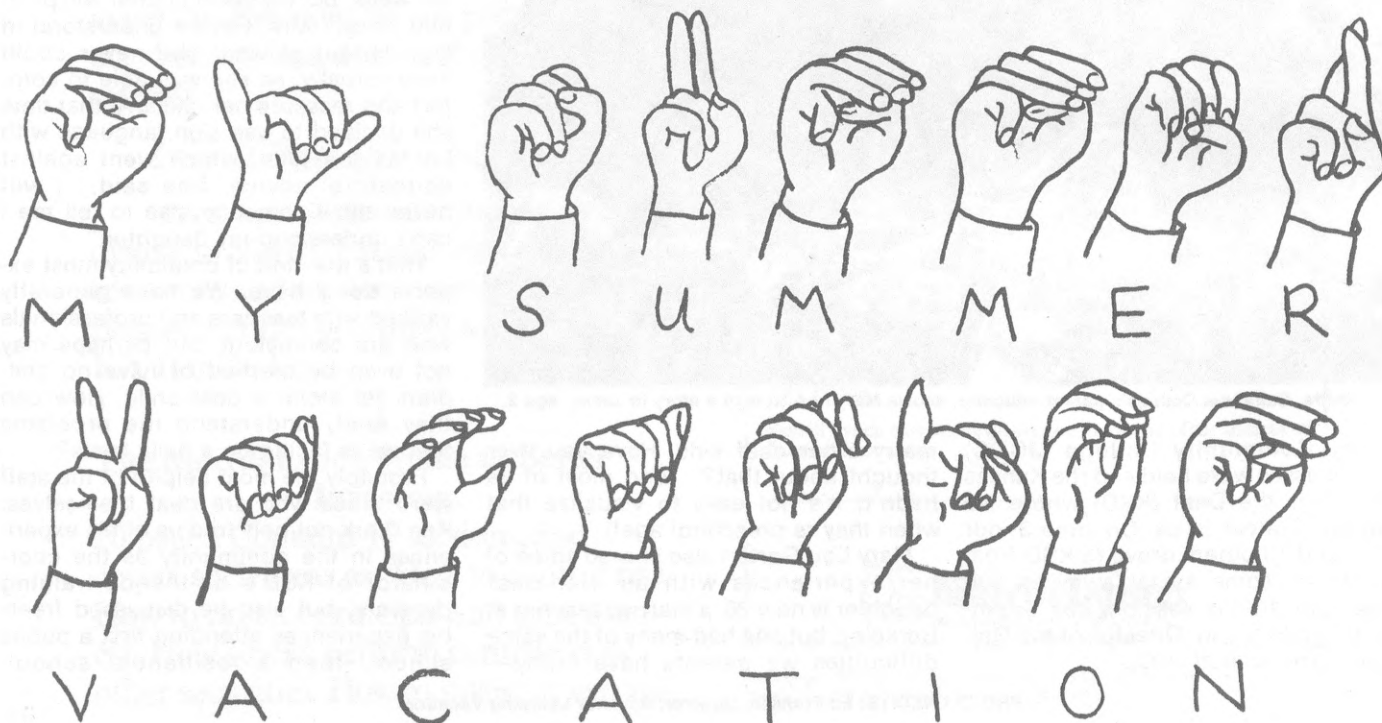
The counseling sessions were mainly divided into separate mother's and father's groups. Some of the things we touched on included behavioral problems and difficulties in the extended family. We found that many of us had similar experiences in raising our deaf



Evidence of a busy schedule: four-year-old James catches 40 winks between classes.



In the parent's class, Mary Lou Garton explains about her deaf daughter's successes in life.





Akil and Umar, five-year-old twins from Kansas City, Missouri, enjoy playing kickball as much as other children during the Summer Learning Vacation.

children. For those who had hearing siblings too, there was some resentment at times. How do you handle it? One mother told of her problem with **her** parents who had not yet accepted their grandson's deafness. She cried as she told us that although theirs was a close-knit family, this was something they simply could not discuss. No communication at all; that's a problem. But by sharing our different experiences—what worked, what **didn't** work—perhaps we helped each other. I hope so.

It may sound like we were so busy going to class that there wasn't much time for a vacation. Not so. Somehow, in our 10 days together, Ed Franklin managed to arrange a trip to the zoo, a Kansas City Royals baseball game, a picnic in the park, a parents' night out to a local fun spot and a barbecue. We ate all our meals together in the dining hall so we had an opportunity to know each other well. I can't say it was a relaxing vacation, but then, how many good vacations really are?

What was the main "message" we all got? To **communicate**. That seems so logical, and to most of the hearing world, probably a foregone conclusion. But with our deaf kids it may not be as easy as that, so this Summer Learning Vacation was really a chance for a new beginning: learning from and sharing with other families in similar circumstances.



About 100 workshop participants cheer for the Kansas City baseball team: "GO, ROYALS, GO!"

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Sign Language Issues: Instructor Training Accreditation, Certification, Professionalism

By DOUGLAS J. N. BURKE, M.A.

As sign language gains further acceptance, recognition and use throughout the United States, the need for sign language instructors will increase. In order to protect consumers, hiring institutions and instructors themselves, formal accredited programs for training and certifying sign language instructors have become a necessity. The author suggests a certification process which can be used as a reference model by states seeking to certify their sign language instructors. The paper was presented at a statewide conference on communication in Texas Regional Day School Programs for the Deaf in May 1977. Mr. Burke is regional superintendent/director of Services for the Deaf, West Texas-Panhandle Region, El Paso.

Introduction

The language of signs that has been and is being developed by interested persons throughout the United States is evolving probably at a faster rate than any other language known to modern man. Presently, the language is being taught in over 300 colleges and universities, and in countless public schools, churches and community programs. In recent years, the language has gained acceptance as an international medium of communication between and among deaf and hearing persons. In fact, the language of signs is regarded by some as the fourth most widely used method of communication in the United States.

Another reason for the general development, acceptance and growing demand for sign language skills is that they are increasingly being utilized in nearly every known profession that involves deaf persons. Although most of the enrollees in sign language classes are hearing persons, more and more deaf persons are attending in order to improve their own sign language skills. The recent impetus given to the Civil Rights Code for the Handicapped by the U.S. Department of Health, Education and Welfare is likely to generate an even greater emphasis on sign language skills along with all other forms of communication utilized by deaf persons.

Instructional Roles

As the language of signs emerges or gains wider recognition, acceptance and usage, the quantity and quality of instruction is also to be improved. Sign language instruction, as it is generally known, requires skills at many different levels. Instructional skills are needed to teach persons of different ages and even of different handicaps. Expertise is needed to teach persons who wish to learn beginning, intermediate and advanced sign language skills for basic manual communication, for conventional sign language, for interpreting in various professional areas such as educational, judicial, religious, medical, legal, social, rehabilitative, vocational and political settings. Still different skills are needed for persons wishing to instruct others in reverse interpreting and in the receptive aspects of communicating manually. Instructors must have exceptional skills in order to instruct others in international sign language, story telling, dramatic dialogue, sign-singing and in sign-dancing. Most difficult of all is for one to acquire the skills needed to instruct others in Ameslan or American Sign Language.

Contrary to what many people may think, sign language instructors also have the responsibility to help safeguard the

quality of the language of signs. One such responsibility is to insure that the sign is relevant to the concept that it is supposed to represent. Some sign language developers and instructors have gone so far as to produce signs that are irrelevant to the basic visually oriented concept that the signs are expected to convey. A visual violation would be to express the signs which mean "red E" while conceptually thinking about the term "ready." Sign language instructors are expected to guard against such violations of real concepts.

A second expectation would be for sign language teachers to insure consistency in the use of sign language. Communication among and between people presupposes not only a common language but a common method for expressing the language. Thus the signed word for a house in two different locations in the same state or in the same nation can be utilized more effectively by people if the signs are at least basically identical.

Sign language has still another quality that must be safeguarded by sign language instructors. The language must be preserved and conveyed as a viable, adaptable, transmutable language. Instructors should be able to illustrate how sign language can expand to include new concepts as they emerge in our civilization and still retain the basic language so often referred to as Ameslan or American Sign Language.

There are yet other basic skills and qualities which sign language instructors are expected to convey to their students. For example, within each area are specific expressive and receptive sign language skills that must be mastered. Education can be broken down into various subject areas, each requiring skills that are different from one area to another. Many instructional activities require interactive communication between the teachers and the students in order to clearly convey and comprehend specific concepts, a skill that many current sign language instructors do not possess. When considering the skills, obligations and responsibilities and the growing field of sign language developers, researchers, instructors and instructional apprentices, the emergence of a new profession seems definitely to be on the rise. However, certain criteria must be met before professional status is achieved.

Profession vs. Certification

There are at least five basic criteria that a practice must meet before it is generally recognized as a profession. The five elements suggested in a study by Ernest Greenwood (4) are: 1) skills based upon knowledge organized into a system-

atic body of theory; 2) professional authority emerging as a function of extensive education; 3) community sanction conferred by a series of formal and informal powers; 4) a professionally regulated code which compels ethical behavior on the part of its members; 5) a professional culture generated by the interaction of members within the required social rules. In addition, William J. Goode (3) has suggested that a profession is likely to be a terminal occupation. Judging from the criteria just referred to, the field of sign language instruction will have to experience much growth and development before the status of a profession is attained. However, a faster approach would be to link up with an established field such as academic instruction and thereby gain professional acceptance and recognition in a relatively shorter time.

As the demand for sign language instruction and learning opportunities increases and becomes more widespread, the need for a professional discipline will intensify. There are several reasons underlying such a need. One reason is that the consumers have an economic right to receive training under certified sign language instructors. In addition, sign language instructors have the right to receive their training under an accredited training program. Hiring institutions must be assured that the persons whom they hire are officially certified to be instructors of sign language. However, the need for a professional discipline also begets the need for a formal training program for sign language instructors.

Establishing an accredited institution of learning with a formal training program for certifying instructors would be the standard route to take towards establishing a professional discipline in the area of sign language instruction. Such a program would have the effect of assuring consumers, personnel offices and the instructors themselves that their training and recognition are formally approved. However, when awarding accreditation or certification rights and privileges, an official awarding institution is needed.

The Role of SIGN

Until recently, there was no beacon of leadership which could resolve the problem and meet the need to evaluate and certify sign language instructors. An exploratory training and evaluation workshop on sign language instruction was conducted by sign language programs at Gallaudet College in 1975. From this workshop a new group emerged under the sponsorship of the National Association of the Deaf. The group became known as the Sign Instructors Guidance Network (SIGN) and is currently directing the only training and evaluation program leading to professional certification for teachers of sign language in the United States.

The criteria, materials and personnel that SIGN has annexed to its evaluation process comprises the only operational mechanism available. During the 1976 convention of the National Association of the Deaf in Houston, Texas, certification for instructors of sign language was implemented for the first time. The main objectives of SIGN (5) are to:

1. provide an effective avenue for the exchange of information on methods and materials among teachers of SIGN;
2. provide a closer relationship between teachers of SIGN, the language of deaf people, and the national organization which represents deaf people;
3. arrange for the upgrading of teachers of SIGN through workshops and other short-term training;
4. develop certification standards and procedures for teachers of SIGN;
5. develop a national directory of teachers of SIGN as a reference source for schools and agencies.

The workshops, currently being offered by SIGN under the National Association of the Deaf Communicative Skills Program, are not yet designed to offer in-depth coursework in

sign language instructional skills. Instead, the workshops supplement the sign language instructional skills of teachers by teaching them new skills. Reinforcement is also provided for teachers who have through miscellaneous coursework and teaching experiences developed appropriate skills of their own. Hence, the primary function of SIGN at the present time is to provide a program for evaluating and certifying rather than for training sign language instructors.

There are at least two ways to utilize the SIGN program. One would be for purposes of teacher certification. SIGN has an established body of personnel along with media and a system for evaluating the instructional skills of sign language instructors. Applicants who are seeking to be certified can be certified in several skill areas and can receive a comprehensive certificate which would enable the holder to adequately teach any system of sign language. So far, only 50 persons have achieved some category of certification under the SIGN program, six of whom are residents of Texas.

At the present time (1977) there does not exist in Texas or any other state, a sign language teacher certification program. It is possible, for example, to develop a state certification program for sign language instructors that is modeled after the SIGN program. Since many of the sign language instructors are working with educational program personnel in Texas, it might even be beneficial to move in the direction of obtaining state certification for sign language instructors. However, the only recourse open to Texans at this time would be to utilize the SIGN certification program.

A second way would be to utilize SIGN as an accreditation body. As such, SIGN would perform the same function for accrediting state or university sign language instructor certification programs as does the National Council for Accreditation of Teacher Education Programs. As such, SIGN would evaluate the personnel skills of sign language teacher trainers and evaluators, their criteria, their training and evaluation media, materials and the overall training and evaluation program based upon a formal set of accreditation criteria. A program that becomes fully accredited to train and certify sign language instructors could then receive official accreditation status under the Sign Instructors Guidance Network. Although SIGN has not yet moved in this direction, it is conceivable that an officially or generally recognized group of sign language personnel could be drawn together in Texas in order to implement a certification program in cooperation with SIGN and which could later receive accreditation status.

Certification: State or National Function

The question has been raised as to whether or not certification is a state or national function. Historically, certification has been a state function and interstate programs usually consist of reciprocal arrangements. There are exceptions, for example, where a national certificate is required in order for one to qualify as a teacher of braille to sighted persons. Certificates for teachers of the deaf are provided by the State of Texas but also by the Council on Education of the Deaf. Hence, it would not be unique for sign language instructors to be receiving certificates from one or both, the State of Texas and from SIGN.

The issue of certification for sign language instructors is not very far behind the general trend of teacher certification in the United States. Texas, for example, reached its goal of certification for teachers in the early fifties and is continually re-evaluating its requirements (6). But then too, the need for certified sign language instructors was not as manifest then as it is now. Since the inclusion of sign language, statewide, as one of the methods of communication for deaf students and their hearing peers in all areas of school life, the need for

certified teachers of sign language will soon reach crisis proportions.

Questions That Need Answers

At this point we are at the crux of the matter of state-based sign language instructors certification programs. Let us assume that Texas is ready for an official SIGN-accredited program for the certification of sign language instructors. Let us further assume that Texas is ready to set up a training and evaluation program, has top level personnel and has an adequate number and variety of training sites, equipment, media and materials. What then are some of the basic considerations relative to implementing such programs along established state routes?

Some of the questions that need answers are: Under which institution should such a program be housed? Should it be an official program under the University of Texas? Should it be a program instituted at the Texas School for the Deaf? Should it be housed in the state government as a separate agency? Should it be located within the certification framework of the Texas Education Agency? Assuming that a person has been duly trained, evaluated and recommended for certification as a sign language instructor, which organization should have the role of awarding certificates? Finally, what role should the state agency have in approving the individual programs for training and evaluating sign language instructors? These and many other questions need to be answered.

Perhaps the best way to approach these questions would be to suggest a process for the certification of sign language instructors in the state of Texas. Admittedly, the process will contain inconsistencies from state to state but it at least will prepare the way for alternative considerations.

A State Process

The sequential process for certification of sign language instructors within the framework of the Texas Education Agency's Division of Teacher Certification would basically evolve through three phases (7). Phase one would focus on obtaining state approval for the certification of sign language instructors. The second phase focuses upon institutions applying for state approval to have the program established within their structure. The third phase is concerned with the actual establishment of such programs and achieving accreditation status.

Phase I Approval to Certify

Step 1

The process would begin on the basis of perceived needs for sign language instructors in the public schools. The need for qualified sign language instructors has already been perceived and expressed informally by numerous public school personnel, professional groups, public school administrators, and by organizations of and for the deaf, both, professional and lay groups.

Step 2

Once the need has been expressed, the idea is subjected to a general study. How should the need for sign language instructors be defined? What different levels of sign language instructional skills are needed? What sort of demand exists for instructors and in which areas are their skills needed? All of these data and much more are to be gathered before a studied presentation can be made. A specific organization or project team could implement this study, preferably through utilizing the experience gained through SIGN.

Step 3

Once the study has been completed, a basic proposal is developed. The proposal should primarily define the need, recommend alternative solutions to the problem and then outline a process for meeting the need. Such a proposal would necessarily include a recommended basic program for training and evaluating sign language instructors in the variety of areas referred to earlier in this article.

Step 4

The completed proposal is then presented to the Texas State Board of Examiners for review. The board may accept the proposal as presented, it may recommend modifications or it may even appoint a task force of the board to study the proposal in detail.

Step 5

If the proposal warrants further consideration, the State Board of Examiners circulates a position statement on it. The statement is given statewide circulation, usually to deans, heads or directors of teacher education programs in the college and universities. Reactions are also obtained from directors of personnel, public school superintendents and from appropriate professional organizations.

Step 6

The reactions, including letters, obtained relative to the position statement are then reviewed by the State Board of Examiners for Teacher Education. Persons wishing to make oral presentations (pros and cons) regarding the proposal are also heard by the board. After receiving feedback regarding the proposal, the information is carefully reviewed.

Step 7

After reviewing the feedback received relative to the proposal, a collective decision is made to approve or deny the request. A proposal is approved only when the Board of Examiners feels that the request is reflective of the public school needs and it is completely feasible for operationalizing. An approved proposal is then recommended to the State Commissioner and State Board of Education for final approval.

Step 8

When a proposal is approved by the State Board of Education, the Division of Teacher Certification proceeds to notify the colleges and universities about the approval so that the institutions which choose to present training programs for approval may do so.

Phase II Approval to Provide Program

After the request for a certification program has been approved, and the institutions of higher learning with State Board approved teacher preparation programs have been notified of this approval, it is then up to the institutions to prepare a teacher training program plan and submit it for State Board of Education approval. (NOTE: An institution seeking to offer the training program for the first time would have to obtain approval of both the institution's teacher training program and for the plan to provide a specific program of training for sign language instructors.)

Step 1

The first step would be to study the need for sign language teachers and obtain a general idea as to the demand for such training. This could be statewide in view of the wide scatter of professional populations working with deaf persons. However, the needs nationwide, would also be meaningful in terms of a sign language instructors preparation program.

Step 2

Based upon the need study, a review is made of the overall requirements relative to the teacher certification program that has received State Board of Education approval. The institution should then decide if it is willing to make a commitment to provide the training. Such a commitment is based upon the availability of qualified staff, resources and facilities.

Step 3

As soon as the institution is prepared to accept the responsibility for providing training, a program plan is designed. The plan should have input from as many relevant sources as possible within and outside the institution. The first preferably tentative plan should include subject content, describe field-based experiences, student-teaching arrangements and relevant professional education requirements. It should include preparation plans for the different skill levels, types and length of training period needed to achieve specific types of skills. Consideration should be given to graduate programs for sign language instructors, researchers and administrators.

Step 4

The tentative plan, when completed, should then be submitted to appropriate professionals who are in-the-know about similar program designs, including Texas Education Agency units such as the Teacher Education and Certification Division. The Communicative Skills Program of the National Association of the Deaf and SIGN should definitely be consulted. The state Office of Education for the Deaf and the Statewide Project for the Deaf should also be a party to the designing of such a program. Other groups such as the Texas Registry of Interpreters for the Deaf, the Texas Association of the Deaf and the state Parent-Professional Organization in Texas would be able to provide meaningful input. The Division of Teacher Education may also suggest modifications so that the published requirements for such a program are satisfactory.

Step 5

The tentative design, after it is adequately prepared, is then submitted to a local advisory group known as the Local Cooperative Teacher Education Center. This group, which usually reflects the practitioner's point of view, may also suggest some changes. The expressed needs of public school personnel officers are frequently considered as a part of the Center review. The suggestions of this group are incorporated as necessary to semifinalize the proposal.

Step 6

An effort should be made to garner and incorporate the useful input of administrators and teachers of the deaf, particularly deaf teachers, into the final proposal. This group would be comparable to the Local Cooperative Teacher Education Center but consist almost totally of personnel who work with the deaf. It is recommended that the program proposal not be regarded as a final draft until this input has been obtained.

Step 7

After the input from steps four, five and six have been appropriately incorporated into the design, the proposal is then formally transmitted to the Division of Teacher Education (Texas Education Agency) by the Dean or Head of Teacher Education of the institution that is applying for the program. The proposal is then reviewed by professional staff members from the Division of Teacher Education and from other appropriate specialty personnel or units within the Texas Education Agency. If the program proposal does not meet all of

the requirements, the necessary modifications are made between the applying institution and the Division of Teacher Education and Certification through correspondence.

Step 8

The program proposal that meets all requirements is placed before the State Board of Examiners for Teacher Education. After reviewing the proposal, the Examiners then recommend approved proposals to the State Board of Education for final approval.

Step 9

After final approval is given by the State Board of Education, a letter conveying the approval is then sent by the Commissioner of Education to the president of the applying institution so that the program can be implemented.

Phase III

Program Implementation and Accreditation

Implementing the sign language teacher training program will probably be the most involved and difficult phase of the entire process. Program aspects such as securing qualified personnel, obtaining adequate funding and facilities, acquiring appropriate media, training materials and texts will demand considerable administrative ability. However, the coordination, maintenance, and operation of the program can be expected to be even more difficult.

Once the program becomes operational and broad guidelines and policies are established, program standards and goals for achieving them will have to be formulated. Standards for teacher preparation will have to be defined and refined through research and through input incorporated from the general field. Information about the program must be disseminated in order to gain public and professional recognition and support for the program. Organizational channels for interagency cooperation with the program need to be instituted so that training and practicum needs can be met.

The sign language teacher preparation program is to be continually evaluated not only against its own standards for excellence, but also against standards by accreditation bodies, including the Sign Instructors Guidance Network. The evaluations should occur periodically and frequently enough to insure that adequate progress and change are being made to meet existing needs in the area of sign language. Evaluation for accreditation purposes, however, is usually required every five to ten years.

Relative to student recruitment, there will be many more persons available than can be absorbed in the training program. Students will emigrate to the program from throughout Texas and the United States. However, there will also be many more from countries throughout the world. In fact, sign language classes of various kinds can be established to provide sign language skills for persons who are aspiring to utilize sign language in other professional fields such as medicine, law, political science, theatre, and on either the undergraduate or graduate level.

The need and demand for such a training program can only increase in the years ahead. One reason is that along with the growing demand for sign language skills is emerging the concomitant demand for sign language instructors. A second is that the impact of two recently produced Federal legislative mandates upon our nation will foster an even wider demand for sign language instructors and instructors with sign language skills. Public Law 94-142, for example, emphasizes that handicapped students be placed in the least restrictive environment (1). This would mean, for many hearing impaired students the inclusion of personnel in the regular school program who have appropriate sign language skills. Another law, Section 504 of the Vocational Rehabilitation Act of 1973, also

requires that public agencies and institutions provide for the needs of all handicapped citizens on an equal basis with other citizens. (2). The combined impact of both laws are expected to produce a demand for personnel skilled in the use of sign language, and this in turn will only enlarge the demand for trained and certified sign language instructors.

Conclusion

As difficult as Phase III may sound, the sign language instructors program is likely to be one of the most rewarding need-meeting services in all areas of special education. The need for such a service is exceeded only by its uniqueness. The program is likely to be an extremely attractive center for qualified and competent personnel who have long aspired towards serving with such a center.

One of the long range objectives could be to develop graduate level degree programs in the area of sign language. Through a far-reaching research program, sign language needs can be met in all walks of life where deaf and hearing persons experience problems that require professional analysis.

Such a program could easily become an international center for sign language research and training. Its scope will be

conditioned only by its facilities, funding and personnel, since the need is actually world-wide and in nearly every profession known to mankind. In fact, so unique is the concept, that with proper guidance and support, such a program could become a world renowned center for advanced scholarship, expertise and research on sign language arts and sciences.

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TELECOM AND YOU

By Barry Strassler, Executive Director
Telecommunications for the Deaf, Inc.

TDI AGENTS ARE YOUR BEST FRIENDS

This column "Telecom and You" debuts with this month's edition. It will be published monthly, so please look for it in each issue that you receive.

On page viii in the 1978-79 edition of the Blue Book (the International Telephone Directory Of The Deaf), you will find a listing of authorized agents of TDI. You may find a friend or two on the list.

These agents are your best friends. They are unsung heroes of the deaf community. And often they are unappreciated, which is sad.

The agents are not interested in personal glory; they are not out to make a quick buck off the customers; they exist in their roles for one reason—to derive satisfaction out of serving the deaf community with telecommunication needs. And on their income tax returns, they often file a loss for the tax year. This means they subsidize the operation out of their pockets in order to keep things rolling.

When obsolete machines are donated, they often make room for these in their basements and in their garages, thus sacrificing much-needed space for personal use.

Many of these donated machines lack essential parts, forcing the agents to spend endless and thankless hours hunting for these items.

And when these parts are located, they are still faced with a backlog of customer orders. And that means spare time, after working hours must be devoted to filling these orders. No wonder they are always having that tired look on their faces every day.

Customers who have problems with machines or need to have machines serviced often expect the agents to respond quickly to their needs. But when an agent or two serves a large metropolitan area, or an entire state or a territory of few states, then the quick service is an impossibility. Not too many deaf people are interested in being agents, thus accounting for shortage in this field in many areas.

When the supply of donated machines is low or nil (Model 15 is just about depleted), these agents are forced to "beg, borrow or steal" machines from various sources. They knock on the doors of telephone companies, the telegraph companies and other concerns, pleading for these machines. Making this very frustrating is the competition from hearing radio hams and business firms for the lot of machines put out for disposal. And often the agent loses, and the deaf community suffers.

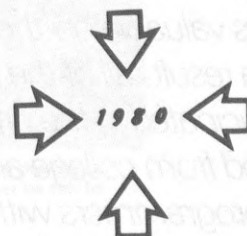
Aside from the machines, these agents serve as manufacturers' representatives for couplers and portable devices. These electronic devices are very expensive and some irate customers accuse the agents of overcharging. These customers do not realize that the agents have nothing to do with the prices, as the manufacturers set the prices back at their factories. And the commission rates paid to these agents are small. No one gets rich in the telecommunications trade.

The list of agents in the Blue Book are the ones authorized by the TDI. This means these agents follow the strict TDI Code of Ethics. Their performances are reviewed periodically by the TDI Screening Committee, headed by DuWayne Dukes, of Mableton, Georgia, and if not deemed satisfactory, they can be removed. This has happened in the past.

Unfortunately there are some people who are not TDI Authorized Agents but work on the servicing and selling of TDD's (Telecommunication Devices for the Deaf). If you have doubts about them being agents, you have the right to ask them to show their authorized agent card. If they refuse or give vague explanations, do not patronize them. It is because the TDI is not responsible for these unauthorized individuals in case problems occur.

Remember one thing—many of these agents have people working with them, and they are called service personnel. They are issued service personnel cards by the TDI also.

Next time you meet or see an agent or a service personnel person, give them your praise. They deserve it.





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Rafael Pinchas, Emigrant Russian Jew, Has Diplomatic Career Goal

By DAN McCLINTOCK and CATHY CARROLL

Maybe it was because he was deaf as well as Jewish. Maybe it was anger—against a society that undervalued him, against parents that felt anxiety rather than pride for their son. Maybe it was also partly hope.

At any rate, since he was a child Rafael Pinchas, a young Russian Jew from Tashkent, the capital city of the Uzbekistan, in Soviet Central Asia, did what many dissatisfied Russian Jews only talk of doing. At 18, he told his startled parents that the Russian government had issued him a visa. He said he was going to Israel.

Now a Gallaudet College graduate and a U.S. resident, Rafael Pinchas recalls his "flight" from Russia with a mixture of meriment and pain.

"It is not easy to get a visa to leave Russia," he said smiling during an

interview at Gallaudet. "First you must pay an 'emigration tax'—900 rubles. That's a lot of money in Russia.

"I got a job as a carpenter to earn money for the tax. I didn't tell anyone about that job. And I saved all the money."

But the tax was not everything. Russia hoards her people as a stingy accountant hoards banknotes. Even as a teenager, Rafael was convinced that more than money was needed to assure his exit.

"I went to the visa application office dressed like a bum. I wore old, dirty clothes. I walked as if I were not sure where I was.

"I exaggerated my deafness. I pretended I could not lipread. I pretended I couldn't understand the questions they asked. Finally, when they asked me to

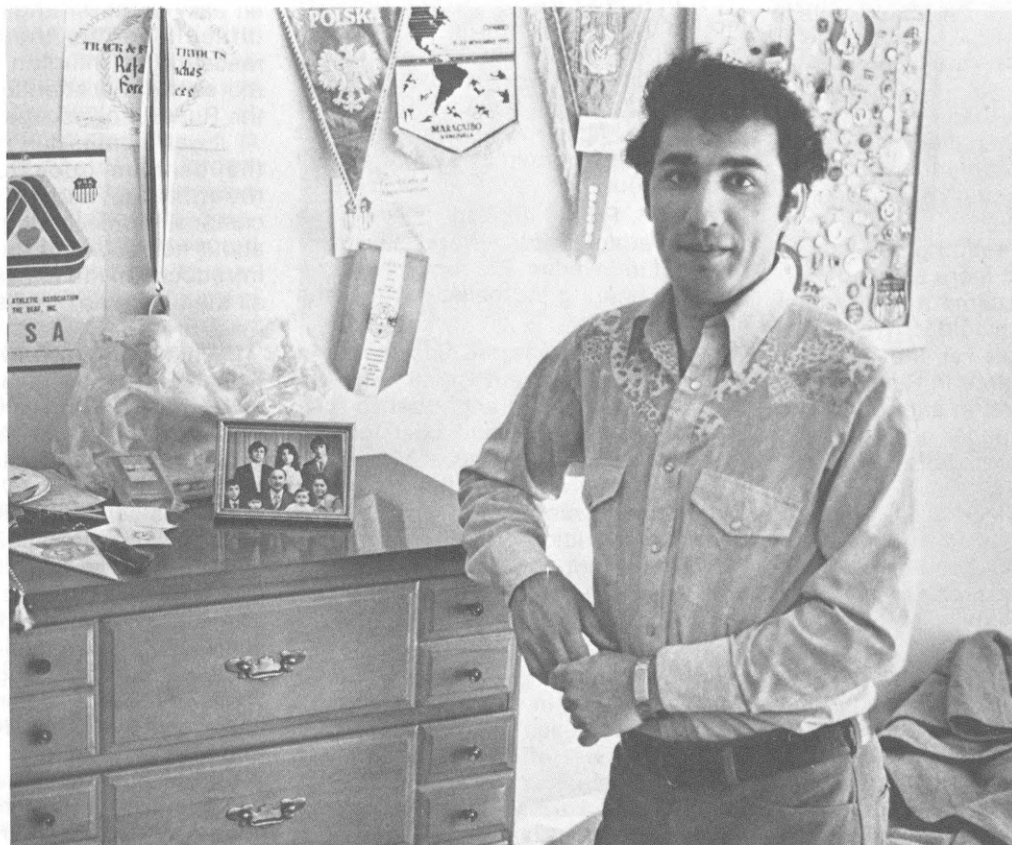
sign the application, I pulled another trick. I always write with my right hand, but I signed the form with my left hand. Of course, my signature was unrecognizable."

"I was going to the school for the deaf in Moscow at the time. But when they asked my occupation, I filled in 'carpenter.' When they asked me what I did the year before, I filled in 'hospital for the abnormal.'

"Thank God, they finally gave me the visa. I had no doubts about leaving Russia—only doubts about what would happen to me if I did not leave.

"When the permission came, I had only happy feelings."

Life was difficult for him in Russia, Rafael remembered. In Uzbekistan, the fourth largest republic in the USSR, where he grew up, there was much hos-



Rafael Pinchas, sportswriter and recent Gallaudet College graduate, with pins and flags from the many countries and sports events he has covered displayed on his wall. A picture of his family that he left in Russia is on his bureau.

tility between Jews and Moslems. Rafael blames his deafness on this hostility.

"I was three years old and I was the only Jewish child in our kindergarten class. One day the teacher told the other children to punish me. They did—with sand and stones.

"I don't remember very much about the incident. I remember when it started—the sand and stones hitting me. Then everything went black."

He was unable to explain to his parents. He refused to go back to the kindergarten. His parents knew something was wrong. Then came the discovery: Their son could no longer hear. His parents coped with deafness in much the way many American parents cope with deafness—awkwardly.

"My parents did not know what to do. They did not know what being deaf meant."

Rafael soon learned. For him deafness meant almost complete isolation as a child. Interested in soccer, he was excluded from the neighborhood soccer team. His hearing neighbors had no time for him.

Rafael even felt uncomfortable within his family—"Like I was not up to normal." When there were gatherings, weddings and parties, Rafael remembered that his parents bundled his sisters and brothers off with pride. Rafael, the second child, was left at home. When relatives visited, his pleas for their news were met with what became a well-rehearsed reply, "we'll tell you later."

His salvation was reading.

"I would get newspapers and go to my room by myself. At first I would only copy the words. I would copy for pages and pages."

"Then I started reading the sports pages a little. I read more as my understanding grew. I became a real fanatic for newspapers. I would arrive at the kiosks early to wait for the delivery. Newspapers are scarce in Russia and I would usually be first in a long line. If I found an old newspaper on the street, I'd pick it up, shake the dirt off of it, take it home and read it."

Newspapers provided a first glimpse of the world outside of Russia. Soon Rafael found himself visiting the newspaper offices. There he gleaned a look at the outside world far closer than most Russians are allowed.

"There are teletypes in the Russian newspaper offices that carry general wire service news stories. I'd see the news on the teletypes in the afternoon and the news in the newspaper the following day. It would be altered to reflect the Russian government's policy and give a negative impression of the United States and other nations of the democratic world."

Expelled from his school in Tashkent for writing a letter criticizing the school administration, Rafael soon enrolled in another school for the deaf in Moscow. He did not last a year.

"It was immediately after Russia raised the Jewish emigration quota, and our principal became alarmed that so many Jewish students were leaving the school. A man came to talk to our school. He gave a long speech about how great life for the deaf in Russia was and how lousy life for the deaf was in the West, especially in Israel and the United States.

"I was head of our student council and I was supposed to make a follow-up—presumably supportive—speech."

He didn't. Instead, Rafael, who had shocked a grade school teacher early in life by defiantly tearing up his "Lenin ribbon," tried to walk a middle road between attacking the man's position and applauding it. He said the speech was "50 per cent correct and 50 per cent incorrect."

Even this lukewarm reservation got Rafael rewarded with his second expulsion.

"It was quite a deal. I had a disciplinary hearing. My parents traveled to our school from Tashkent. And two people billed as "representatives from the government" were there.

"But it was partly a charade. My mother knew one of the government representatives. He was an uncle of one of my aunts that worked in the Education Department of the city district. But we couldn't acknowledge each other. It deepened my contempt for the school and my country."

In 1973, Rafael applied to cover the Russian athletes at the World Games for the Deaf in Sweden. His request was refused; a hearing journalist covered the sports event.

For Rafael, it was the final hurt. An aunt in Israel had sent Israeli entry papers in care of his grandfather to him. Rafael through bluff and coercion (he threatened to burn a wad of his grandfather's money) wheedled the document from the old man. Then went to the Russian emigration office.

"Nobody thought I could do it. Nobody thought I could succeed because I was deaf. They did not think I could make it on my own."

Rafael had both the Russian and Israeli documents in hand when a friend came to his house. The friend said that the Russian visa office wanted to interview him again.

Rafael was alarmed. He had told only his parents about his plan to leave.

"I knew I had put down false information on the application form. I was afraid that they had found out."

Nevertheless, Rafael told his friend he would go the office the following morning at 9 a.m.

"And I didn't go. At 6 a.m. that morning, I caught a plane to Moscow, changed to a train in Moscow, used my visa and traveled to Warsaw, Poland, and then Vienna, Austria."

From Vienna, Rafael went to Israel where he became the only deaf student at the Bar-Ilan University, near Tel-Aviv. Feeling isolated, he again determined to undertake a major journey. Soon he was on a plane to Gallaudet College, the world's only liberal arts college for the deaf, in Washington, D.C., USA.

Only an intervention of fate kept him from going further than he had to.

"I knew I was going to Washington. But it never occurred to me—nor to most foreigners—that Washington, D.C., and Washington State are two separate places.

"Fortunately another Jewish student from the United States was behind me on the airplane. He saw that I had trouble communicating with the stewardess and offered to help me. I could lipread him in Hebrew, and I explained where I was going.

"Lucky for me, he lived in Silver Spring—about 30 minutes from Gallaudet. He ended up dropping me off right at the college door."

Acclimating to the USA has not been an easy process. English was the most difficult hurdle, though now Rafael reads the Washington newspapers with the same avid attention he devoted to the Russian newspapers.

"It was months before I learned where the campus bookstore was. I had thought you had to buy books off-campus. 'Homecoming?' I did not know about homecoming until my roommate introduced me to his date. I just studied all the time. The other students thought I was crazy.

"When people leave Russia many times you see big headlines. But after they are a splash in the newspapers, these people return to a life of major and minor adjustments. At times it is hell."

Now Rafael faces what may prove to be his most difficult challenge. As a student, he was the publicity director of the American Committee for the World Games for the Deaf—the youngest person to hold this position, which is demanding and rewarding but is not paid.

Now Rafael is looking for work. He has already visited the National Association of the Deaf and several Federal agencies, but they refused to accept his application because he is not yet an American citizen. In the meantime he has applied to the American University School of Foreign Service. He hopes to become a career diplomat.

Illinois Congressman Paul Findley Praises ABC, NBC, PBS; Chides CBS

Congressman Paul Findley (R-Ill.) on June 23, 1979, introduced a House Resolution commending three of the four major television networks for their work to provide closed captioned television programming for the deaf and hearing impaired. Findley's resolution praises the American Broadcasting Company, the National Broadcasting Company and the Public Broadcasting Service for their activity in developing a system which will transmit subtitles as a supplement to the audio portion of a television program to specially equipped television sets. The fourth network—CBS—has stayed out of the program and comes in for some harsh criticism from Findley, who was instrumental in the fight to reserve Line 21 for the transmission of closed captions to the deaf.

Commenting on the tremendous benefits this kind of programming will bring to deaf Americans Congressman Findley said: "ABC, NBC and PBS have taken a step forward in providing this vital service to the deaf and hearing impaired. These three companies will spend \$250,000 each for equipment to transmit the captioned signal and nearly \$500,000 a year for captioning five hours of prime time programming per week. This is just the beginning.

"Conspicuously missing, however, is the participation of one of the largest and most influential of the television networks, CBS. Citing the cost and uncertain success of the HEW sponsored program, CBS has chosen not to purchase caption-transmitting equipment nor broadcast any closed captioned programming. For a network that broadcasts such popular shows as 'Sixty Minutes,' 'All in the Family' and 'The Waltons,' I cannot understand how CBS executives can justify ignoring a potential audience of nearly fourteen million deaf and hearing impaired viewers. From an economic standpoint, I would not think CBS's position makes any sense at all. From a humanitarian and public service standpoint I know it makes no sense. The amount of money it would cost CBS to participate in this worthwhile project is little more than it takes to film a single episode of 'All in the Family.'

"CBS should become an active participant with the other networks in providing closed captioned programming for the deaf and hearing impaired."

In past years, Findley has led the way to increasing government responsive-

ness to the special problems of the deaf and hearing-impaired. He was able to persuade the national major airlines to permit deaf people to bring their hearing ear dogs in the plane's cabin with them, and he was also successful in convincing the Internal Revenue Service to allow a deduction to the deaf for the cost of acquiring and training hearing ear dogs. Another initiative assured deaf people and their dogs unlimited access to all government buildings nationwide. Currently, he is the sponsor of legislation to provide an income tax deduction for the purchase and use of TTY's by the deaf, and he is pressing for installation of a TTY in the House of Representatives which will allow the deaf to communicate directly with their Congressmen.

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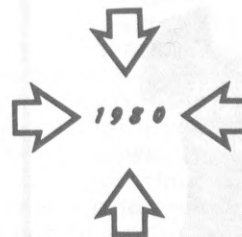
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RECOGNITION FROM THE DEAF—Congressman Paul Findley (R-Ill.) is shown with an award presented to him earlier this month by the Telecommunicators of Central Illinois, an organization representing the hearing impaired, for his work on the behalf of the deaf. Findley has introduced legislation to aid the deaf and hearing impaired in purchasing and operating TDD's, devices necessary to enable deaf people to use the telephone.

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Diary Of Frances 'Peggie' Parsons

... as condensed by HORTENSE AUERBACH

(Note: It is impossible merely to condense Peggie Parsons' diaries for publication in THE DEAF AMERICAN . . . they are much too long, but extremely "readable." What I shall attempt to do is simply to give the highlights of her stay in each country. The reader should bear in mind that the purpose of her trip was to serve as a sort of Total Communication Ambassador and that she conducted workshops, gave lectures and appeared on TV in most of the countries she visited. I will play that down and give you the "human interest" side of her travels.)

Quezon City, Manila, June 6-9, 1976

Peggie was met by Ruben Bonoan and was delightfully surprised at his fluency in the use of manual communication. Two years ago, physically and psychologically exhausted, she had left Manila with a bitter feeling of failure in her mission to spread the concept of Total Communication! And now, to find the school she had founded with Carl Argila's help and the head of the school Ruben doing so well made her very happy indeed!

The Philippine heat brought back unpleasant memories of blazing hot days and sweltering nights but Peggie's hosts this time, the Basillos, provided her not only with an air conditioned room but a chauffeured car to take her everywhere! When he drove her to the model school she and Carl had founded, SAID, Inc. (The Southeast Asian Institute of the Deaf, Inc.), she met with Jane Macfadden and the other deaf Gallaudet Peace Corps volunteers—Daisy Slagle, Pauline Spanbauer and Guy Vollmer. Jane was serving as an education consultant and the other three were involved, actively, in teaching deaf children and working with their parents. Peggie was pleased to note how well the deaf P.C. volunteers were doing and proud of their dedication to the education of the Filipino deaf children.

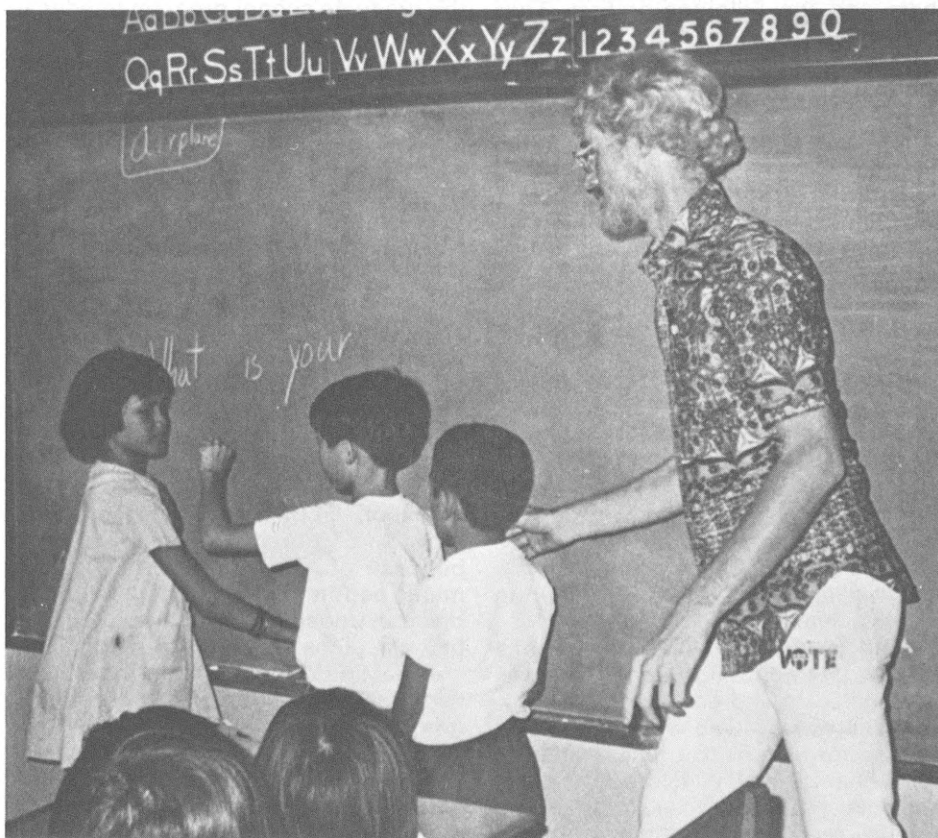
While Peggie was chatting with Jane, in walked a smiling Salou Sobrepena leading her four-year old deaf son, Eric. The two of them communicated beautifully in structural signed English and he exhibited a large sign language vocabulary. Only two years ago, they could not communicate with each other at all and Salou was a nervous, thin, worried mother! And now, in Peggie's own words, "Salou was an official interpreter. Her ability to sign fluently and reverse interpret left me admiring her and feeling happy for her. What a contrast between now and two years ago. She was thin, nervous, unhappy, rundown and worried about her profoundly deaf son. She wanted him to talk." Her mother-in-law saw the ad "Seminar on

Deafness" in the newspapers and encouraged Salou to hear my lecture while she babysat with Eric. The first night, she—like many other parents—went home with hope. She telephoned the American parents of a six-year-old deaf daughter, urging them to attend. She used all her wiles in persuading the American mother to come.

The Tracy Clinic had her convinced how dangerous sign language was and it took me a few times to influence her, with the help of her husband who from the beginning believed in TC. Salou again brought her to have a private videotape run with me and Carl, and invited all of us to her home for dinner. There I advised Salou to start teaching

Eric fingerspelling while waiting for the deaf P.C. volunteers to arrive in a few months. That very night Salou taught him fingerspelling at bedtime and at the end of the third week he suddenly made her fingerspell after him! It was heart-touching beauty between happy, confident and hopeful mother and intelligent, active and independent son talking **with** each other! Salou gave credit to Pauline (Spanbauer) for instructing her in sign language.

Reuben gave a dinner party for Peggie at a local hotel and invited the parents of deaf children who had attended her seminars at the De La Salle College two years previously. Those parents had been working together ever since to



Guy Vollmer, deaf Peace Corps Volunteer at Southeast Asian Institute for the Deaf, and his lively pupils with flying fingers and dancing hands—a lovely sight to see in their quick exchange of thoughts, ideas and abstract concepts with sense of independence, self-esteem and self-confidence—an unheard of thing in most foreign countries. Quezon City, Philippines.



Daisy Slagle, a Peace Corps Volunteer at Southeast Asian Institute for the Deaf, Quezon City. She asserts teaching those children is very rewarding.

help the fledgling school where enrollment had increased to the point that they were looking for a building to house SAID.

The deaf P.C. volunteers' chief complaint was that they had not received sufficient orientation and training before going to the Philippines. As a result, they suffered from cultural shock and made errors that caused misunderstandings and hard feelings between them and the Filipinos at first. They suggested that all deaf volunteers henceforth be thoroughly orientated and that they go through a training program, preferably in Washington, D.C., with Peggie taking an active role in the program.

Peggie was honored by luncheons and dinners nearly every day and did not have as much time as she would have liked to spend with the deaf, Gallaudet Peace Corps volunteers. However, Guy remarked, "At least you have contributed something to us. Almost every day, throughout your visit, we have had lots of decent food at every luncheon and dinner given in honor of you!"

Peggie visited SAID, Inc., and the coffee shop which is operated by the PAD for a profit. One group of deaf Filipinos does the serving, baking and dishwashing while another one does the figuring on order bills and the office work.

In addition to the many luncheons and dinners honoring Peggie, she was also invited to address a group of professional women who were meeting to discuss formation of a Quota International chapter in Manila. Mrs. Fren, from Australia, was there to help the group organize and asked Peggie to talk to them about her work and her travels.

On the first day of a two-day seminar conducted by Peggie, assisted by Jane,

Pauline's students gave an exhibition of the hula and a Filipino dance that she (Pauline) had taught them and also sang/signed their national anthem for the audience. Peggie and Jane met with Dr. Matilda Valdez, head of special education at the University of Philippines, later on and was then introduced to Dr. Paz Ramos, dean of the College of Education. Dr. Ramos suggested that Jane and Dr. Valdez revise the syllabus for the graduate school program in education of the deaf and get it ready for implementation in October. (Most South-eastern countries are very interested in Gallaudet's graduate school program but cannot afford to send teachers-in-training to it. Thus the planning for the UP graduate program in education of the deaf.)

Peggie met with Director Thomson of the Peace Corps and Minister Stull of the American Embassy to discuss the urgent need for more deaf Peace Corps volunteers and some speech therapists. It was agreed that more volunteers should be recruited as soon as possible to carry on the good work of the present ones when they depart.

Peggie's attempts to secure accommodations in Darwin, Australia, by wire proved fruitless and she was told that because of a cyclone two years ago many people were living in tents or trailers! Undaunted, Peggie continued to make plans to go on the ninth.

Mrs. Minda Bonoan had promised to take Peggie to visit Corregidor but the only two boats making that trip had engine trouble so they went to Pagsansan Falls instead. Since Typhoon Olga had left the rapids swollen and dangerous, they had quite an adventurous trip! The canoe men had to exert all their strength to pull, push and tug the long wooden canoe over the rapids and

when they got home safely, Peggie and her hostess were both exhausted from the tension!

When Peggie returned to Singapore "on her way to Australia" she was met by Heng, Mr. Peng and Mrs. Neo, who all remarked on how thin she looked. They had a short meeting to plan her program upon her return from Australia then she went to the airport. Her plane was delayed so she was told to wait; however, she soon became uneasy and kept asking an airport hostess about it only to be told, rudely, to sit down and wait. However, persistent Peggie kept insisting and finally got the hostess to **look** at her boarding pass. Horrors! Her plane was ready to leave so there was a mad dash to the gate. It turned out three men had been looking for her and the loudspeaker was blaring out her name, but that stupid hostess kept telling Peggie to wait! What makes it all the more harrowing is that there is only one plane a week to Darwin!

Next installment: Darwin, Australia

Helen Keller National Center Appoints Cote Assistant Director

Jules Cote has been appointed as an assistant director of the Helen Keller National Center for Deaf-Blind Youths and Adults, headquartered in Sands Point, New York. Mr. Cote, who holds an A.B. from Dartmouth College and an Ed.M. from Boston University, comes to the Helen Keller National Center from the South Dakota School for the Visually Handicapped, where he held the position of superintendent.

His experience at the Perkins School for the Blind in Watertown, Massachusetts, provided his initial contact with members of the deaf-blind population. In addition to his duties as an instructor, he was also housemaster of a cottage where deaf-blind students lived.

His professional experience includes being a consultant to the New Hampshire Commission for the Visually Handicapped and director of Services for the Blind for the New Hampshire Division of Vocational Rehabilitation. It was while working in these positions that Mr. Cote established a day program for deaf-blind children.

When asked his personal philosophy relating to the field of vocational rehabilitation, Mr. Cote commented: "People tend to separate vocational rehabilitation from education. I see rehabilitation as a continuation of education to prepare the deaf-blind for work, the world, and a meaningful life."

Connecticut Council Of Organizations Serving the Deaf, Inc.

By SUSAN B. DuBROW

"Most of the major problems of deaf people in every country derive from adverse public attitudes . . . These can best be changed by deaf people themselves."—Ashley

For years, organizations and clubs for the deaf in Connecticut had centered most of their activities on meeting the social and recreational needs of the deaf residents of the State of Connecticut. They did not have the necessary numerical strength and know-how to get involved in the heady excitement of extensive social, political and educational activism which is often the landmark of an active community or state organization.

With the creation and organization of the Connecticut Council of Organizations Serving the Deaf, Inc., on December 1, 1969, a progressive step for the state and its deaf community was taken. It was chartered under the laws of the State of Connecticut as a non-profit organization of April 6, 1971. The CCOSD has one major goal—to serve the deaf residents of Connecticut through their local and autonomous member organizations of and for the deaf. It is the first formal state-level coalition organization of its kind in the United States, but it has a humble predecessor—the Maine Mission of the Deaf.

The basic objective of the CCOSD is to serve and promote through community, social and political action the best interests of the deaf and hearing impaired residents of the State of Connecticut. This is accomplished through the cooperative efforts and actions of the member organizations.

The CCOSD has the responsibility to define and protect inalienable rights of the deaf individuals in Connecticut. This is accomplished in several ways. The CCOSD strives to eliminate socioeconomic barriers which deprive deaf individuals of many opportunities, to eliminate discriminatory practices which deprive deaf individuals the right to jobs, careers and promotion, to protect the rights of the deaf through publicity about our Interpreter's Law, to promote adult and continuing education programs for the deaf as a means of self-enrichment, to promote information-sharing through the CCOSD newsletter, to provide for the development of deaf community leadership through ongoing and continuing local and statewide leadership training programs, to provide for liaison between state and national organizations serving the deaf so as to better identify and understand the problems of deaf people, to share

and exchange information about deafness and its problems with the public at large and to coordinate services of our member organizations.

In the short span of seven years, from 1970-1977, the CCOSD has an impressive list of accomplishments. They include such notable successes as supporting the creation of a State Commission to Study and Investigate the Problems of Deaf and Hearing Impaired Persons, succeeding in getting the Connecticut General Assembly to pass legislation creating a permanent State Commission for the Deaf and Hearing Impaired, supporting the passage of statutes to establish Interpreter Services for the deaf and hearing impaired citizens of Connecticut concerning court cases, sponsoring and supporting Adult Education classes and continuing education programs at local community colleges, assisting in organizing sign language classes in the State, advocating to obtain a Department of Vocational Rehabilitation Coordinator of Services to Deaf and Hearing Impaired Residents, assisting DVR with a statewide workshop where DVR specialists had the opportunity to meet the deaf people and hear them out, distributing literature about the deaf and deafness to agencies, doctors and the general public, supporting the principle of consolidation of deaf mental patients

in one special facility for the deaf at Fairfield Hills Hospital, urging local television stations to provide captioned news and informational services to deaf and hearing impaired individuals, sponsoring a statewide Leadership Training Workshop for deaf adults, serving as a clearinghouse of information about the deaf and deafness, sponsoring the first Political Rally for deaf people in the Hartford area, assisting in the first public meeting of deaf individuals with members of the General Assembly of the State of Connecticut at the State Capitol and encouraging and providing the establishment of TTY networks throughout the State for deaf residents.

CCOSD was recently awarded a Comprehensive Education and Training Grant from the Connecticut Department of Labor. As a result of the funding, many new services and programs have been established including continuing education, recreation, drama, elderly and auxiliary services, census coordination, reprographics and newsletter production. Sixteen CETA staff members, many of whom are deaf individuals, implement this wide range of programs and services.

Albert Berke, president of the Connecticut Council of Organizations Serving the Deaf, is an outstanding deaf citizen by any standard. Mr. Berke's arrival in Connecticut in 1972 was the spark



AL BERKE, Equal Opportunity specialist in the Office for Civil Rights in the Department of Health, Education and Welfare bids farewell to Joe Califano upon his leaving the office of the Secretary at the HEW on July 26, 1979. Left to right: Ms. Lucy Ackerman, interpreter from the Office of Handicapped Individuals in the Department of HEW; Albert Berke and departing Secretary Califano (Photo credit—Norman Tavan)

the deaf community needed to spur them on to be recognized as a people who have full rights as hearing people do. In the five years Mr. Berke has been in Connecticut, great strides have been made for the benefit of the deaf.

Mr. Berke is a graduate of Gallaudet College. His degree is in Education of the Deaf. He has made many headlines in local newspapers and has appeared on local television stations, thereby making the public more aware of deafness and its problems. He has had a wide influence on the deaf community in Connecticut. Of note has been his encouragement to deaf individuals to advocate for their legal rights. He has initiated political rallies for the deaf and has provided interpreters so that deaf individuals may hear political candidates speak. Deaf students have been involved in this process, thus giving them a time exposure to politics in action. Mr. Berke ran in the primary for State Assembly as a representative in the eighteenth district, West Hartford, in 1974. His goal was to propose bills benefitting the deaf community. Although he lost, he helped to make the public aware of deafness.

Mr. Berke has made many contacts with television stations in the State to organize programs about deafness and its problems. Channel 24 in Hartford and two other stations in the State now have weekly half-hour programs of captioned news for the deaf and hearing impaired starting at 11:00 p.m.

He has met with the Connecticut State Director of the White House Conference on Handicapped Individuals to discuss the inclusion of deaf people to serve on various State Committees and State Agencies and to include a deaf person in the group going to the White House Conference in May 1977.

Mr. Berke has given guidance and assistance in establishing a Deaf Senior Citizens Group. This group was formally established in June 1976.

Several workshops on behalf of deaf citizens in the State of Connecticut have been organized and facilitated by Mr. Berke. A Leadership Workshop was held in the fall of 1973 to train and develop leadership among the deaf. On November 15, 1975, an all-day CCOSD forum entitled "Hear Us Out" was held at the American School for the Deaf. A Legal Workshop in cooperation with the National Center for Law and the Deaf was held in April of 1977. Sy DuBow, Director of Legal Services of the National Center for Law and the Deaf, was a guest speaker. A seminar entitled "Issues on Deafness—Your Role and Responsibility in the Deaf Community" will be held in the Spring of 1978 for legislators, lawyers and judges. The purpose of the seminar is to communicate to

these persons the unique types of problems which confront the deaf and the urgent need for the state to formulate programs which would permit the most efficient and effective use of resources allotted to aid the deaf population.

Mr. Berke is also the executive director of the Concerned Citizens for the Deaf. This is a New Haven-based organization which was formed in order to promote human rights and opportunities for deaf and hearing impaired persons in the Greater New Haven area. Mr. Berke serves as chairperson of the Coalition of Agencies Serving the Handicapped (CASH). CASH is primarily an advocacy group which serves to make known to New Haven City Government officials and community groups the needs of the handicapped. Albert Berke further worked as an aide to Senator Lieberman, Senate Majority Leader, from January-June of 1977. As an aide, he researched issues relating to the handicapped.

Albert Berke has made further commendable contributions to the deaf community in Connecticut. He is past chairman of the State Commission on the Deaf and Hearing Impaired. He is president of the Eastern Athletic Association of the Deaf. He has served on the Evaluation Team of the National Registry of Interpreters of the Deaf on two occasions. Mr. Berke has represented the Connecticut Registry of Interpreters to the RID Convention in St. Petersburg, Florida, August 13-17, 1976. He has been a representative, representing the Connecticut Association of the Deaf, to the National Association of the Deaf Convention in Houston, July 1976. He was also one of the primary movers to start the Sign Language Instruction Pool which began operation in Connecticut in the Spring of 1976. He helped to set up standard requirements for persons wishing to become interpreters.

Prior to his arrival in Connecticut, Mr. Berke was active in establishing programs and services for the deaf in other states. He initiated a summer trainee program for case-aide workers from Gallaudet College to work at Rockland State Hospital's Deaf Unit. He helped to establish the Louisiana Foundation for the Deaf. He organized and aided in the establishment of a Mental Health Association for the Deaf, New York City. He proposed cooperative training programs between the New York Psychiatric Institute and the School of Social Work at Columbia University for training of deaf students in the field of social work. He was instrumental in establishing an office for Special Services for the Deaf with the New York State Department of Labor in their New York City Division. In 1966, he was responsible for the establishment of a Temporary New

York State Commission for the Deaf and was the gubernatorial appointee to that Committee for three years.

Mr. Berke has written an article entitled "Where is Our Reading Program for the Deaf?" which appeared in the Winter 1975/1976 issue of *Teaching English to the Deaf*, published by the Gallaudet English Department, Washington, D.C. The article was written while Mr. Berke was a doctoral candidate at the School of Special Education, Boston University.

Mr. Berke is listed in *Notable Americans of the Bicentennial Era*, Volume 1, published by the American Biographical Institute, North Carolina, and in *Men of Achievement*, 1974, Volume 1, published by Melrose Press Limited, Cambridge, England. The CCOSD held a benefit dinner on November 12, 1977, to honor Mr. Berke and his many contributions to the deaf community in Connecticut.

Albert Berke is a man of extraordinary vitality, energy and talent. The ongoing commitment of Albert Berke and the CCOSD to the deaf individuals in Connecticut has helped this minority group to take their rightful place in the sun. The CCOSD and Mr. Berke has seen that the deaf population in Connecticut has a special perspective, special understanding and special skills which, when tapped, contribute to the well-being of the whole society. The deaf community in Connecticut has become a tapped resource of energy, enthusiasm and talent.

Editor's note: This article was submitted two years ago but did not get into print; therefore, this addendum:

June 1978, Mr. Berke resigned as executive director of the Concerned Citizens for the Deaf in New Haven to work in the office of Congressman Toby Moffett of Connecticut's Sixth District in his Washington office. Position: Research in the area of the handicapped.

May 1979: Mr. Berke transferred to Office of Civil Rights in the Department of Health, Education and Welfare. Position: Equal Opportunity Specialist.

FORUM X POSTPONED

Forum X, sponsored by the National Association of the Deaf and the Utah Association of the Deaf, originally scheduled for October 3-5, 1979, in Salt Lake City, Utah, has been postponed until the fall of 1980.



NTID Instructor Mike Voelkl reviews student portfolios with Applied Arts students Robin Wysocki, Judy Valentin, Rhonda Gee and Mark Hughey

"DEAF ARTISTS - A NEW RESOURCE"

by Jack Slutzky
Associate Education Specialist
National Technical Institute
for the Deaf

Today, more and more hearing-impaired, talented young people are entering the field of art. The reasons are many: new federal laws which support the rehabilitation of handicapped people; an awareness by business and industry that a valuable, untapped, human resource exists; and the continued growth of the National Technical Institute for the Deaf, to mention a few.

NTID is unique among post-secondary institutions. Established by the U.S. Congress in 1965, it was signed into law by President Johnson to be funded through the U.S. Department of Health, Education and Welfare.

Located in Rochester, New York on the 1,300-acre campus of Rochester Institute of Technology (RIT), NTID is one of 10 RIT colleges. NTID is the country's first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students. It's also the only one of its kind nationally or internationally.

Today, NTID Art Department graduates are employed at such companies as Benton & Bowles, IBM, Sears, Ford Motor Co., and Lockheed. And that success pattern is repeated throughout NTID, which has helped reverse previous trends in the employment of deaf people. Approximately 94 percent of NTID's graduates seeking employment have found jobs commensurate with their training, and 84 percent have been hired by business and industry.

Instructional Programs

The heart of NTID's success in placing deaf artists in full-time careers is its Art Department. With a staff of 13, the Art Department offers art training for deaf students who want careers in the visual arts. The Department has three primary units: the Core Program, the Introductory Art Major, and the Applied Art Major.

The Core Program prepares students with basic art experiences for entry into a specific major. With the core experience as a basis, the student chooses continued studies in either the Applied Art Major or The Introductory Art Major.

The Applied Art major prepares students with the technical skills necessary for direct employment in the Applied Art field. Students take from one to three years to complete a major. The specific programs offered are display design, layout and mechanical art, all of which lead to a certificate, diploma, or the Associate in Applied Science degree.

The Introductory Art Major further develops skills the students have gained through the Core Program and prepares

them for entry as freshmen into RIT's College of Fine and Applied Arts.

This college has a national reputation, with graduates holding positions in all phases of art throughout the country. It consists of two schools: the School of Art and Design and the School for American Craftsmen.

In the School of Art and Design, students can major in Environmental Design, Communication Design, or Fine Arts. In the School for American Craftsmen, students can major in Woodworking and Furniture Design, Metalcrafts and Jewelry, Weaving and Textile Design, Glass Blowing, or Ceramics and Ceramic Sculpture.

In the School of Art and Design, all students spend their first two years in foundation studies and electives, then begin their majors in the junior year. In the School for American Craftsmen, students begin their majors in the freshman year.

Support Services

Deaf students can attend RIT college classes successfully with hearing students, largely because of the support services NTID provides. Normally, all NTID classes are taught by faculty skill-

ed in using a variety of communication methods, including sign language and fingerspelling, so that classroom experiences can better meet the special needs of the deaf learner. Many NTID students are cross-registered in RIT's College of Fine and Applied Arts. In this case, support services such as interpreting, notetaking, tutoring, academic advising, and counseling are available through the NTID Art Department support team.

Trained on Modern Equipment

NTID art students train on up-to-date, professional art production equipment. They're trained on typesetting (they set their own type) using photo composition equipment, including the Compu-graphic and Varityper machines, typesetters, and strip printers. They're also trained in making photostats, line conversions, film negatives and positives, color keys, and handling the camera stand. They're skilled in slide duplicating; photo offset and screen printing; preparing camera-ready art from key lined to hand separation; and preparing quality mechanicals for client approval.

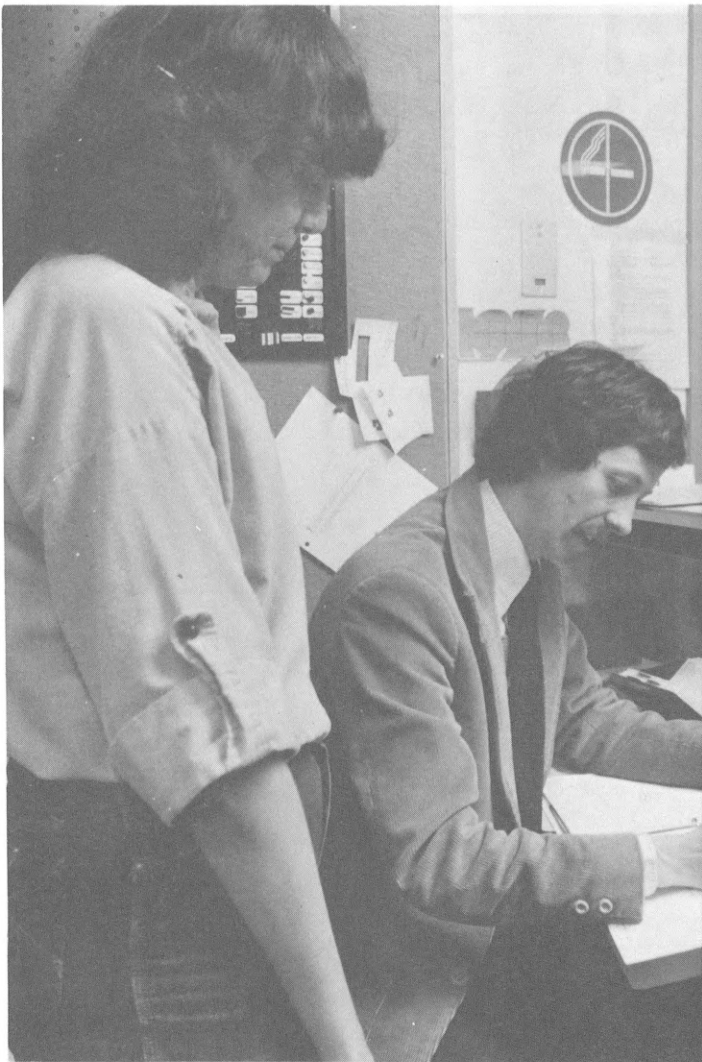
Along with the thorough technical hardware and process-related expertise the student develops, there is a two-year orientation to design systems. Students can work on projects that range from simple posters to corporate identity programs, complete application manuals, brochures and booklets. Their involvement includes working from typewritten copy, designing, rendering, setting type, preparing three-color, camera-ready mechanicals and selecting papers and inks. The students then work with RIT's General Duplicating Department by approving brown-prints and press proofs to insure quality control.

Exposure to Real World

There's one other aspect of the program that adds to the unique preparation that NTID students get - "In House Co-op." Traditionally, formal co-op programs have rarely been part of many art school curricula. So, to make sure NTID students get maximum exposure to the real world, the Institute established a "professional" art studio in the academic area. Faculty members manage the studio and students staff it. The students work in the Co-op when they're not scheduled in formal classes. They get paid for their time and work on real projects for clients from NTID, RIT, and non-profit organizations within the greater Rochester community.



Laurie Clayman prepares stats for mechanical artwork. NTID students are also trained to make line conversions, film negatives and positives, color keys, and photo composition equipment.



Instructor Mike Voelkl assigns an In-House Co-op project to NTID student Judy Valentin. At this point, Judy becomes the art director for the specific assignment, supervising a production team of other NTID students in the In-House Co-op program. NTID Instructor Mike Krembel critiques the technical execution of a packaging assignment with Applied Arts student Paul Sweeney.

The Co-op program accepts projects if they offer student learning potential, have flexible deadlines, and are not-for-profit in nature. The projects must also be non-competitive with any studio, agency or service in the community. Through the Co-op, the student learns from participation in client contact, estimating, art direction, supervision activities, and all phases of production.

In-House Co-op not only gives students an opportunity to test their career choice, but to apply concepts learned in the classroom. They can understand the time/dollar relationship; studio procedures including job tickets, time sheets, estimates and releases; communication exposure; daily on-the-job pressures; deadlines, and portfolio preparation.

Total Graphics Programs

An example of the success of the Co-op is the work of one recent graduate. The fresh new look on the cover of *The Deaf*

American, a leading national publication for deaf people, is the work of a graphics designer from NTID - Joseph Viscardi, Jr., who earned his bachelor's degree in Communication Design. Joe's development in this area has been so outstanding that a few months before graduation, several companies were already bidding for his talent. Presently he is an artist as Benton & Bowles in New York City.

Six years ago, with little background in art other than what he picked up in high school, Joe entered NTID's Summer Vestibule Program. That summer's introduction to college life showed him he had an unusual talent for art. In the fall, Joe began NTID's pre-program, "Introductory Art Major," to prepare himself for entry into the College of Fine and Applied Arts as a cross-registered student.

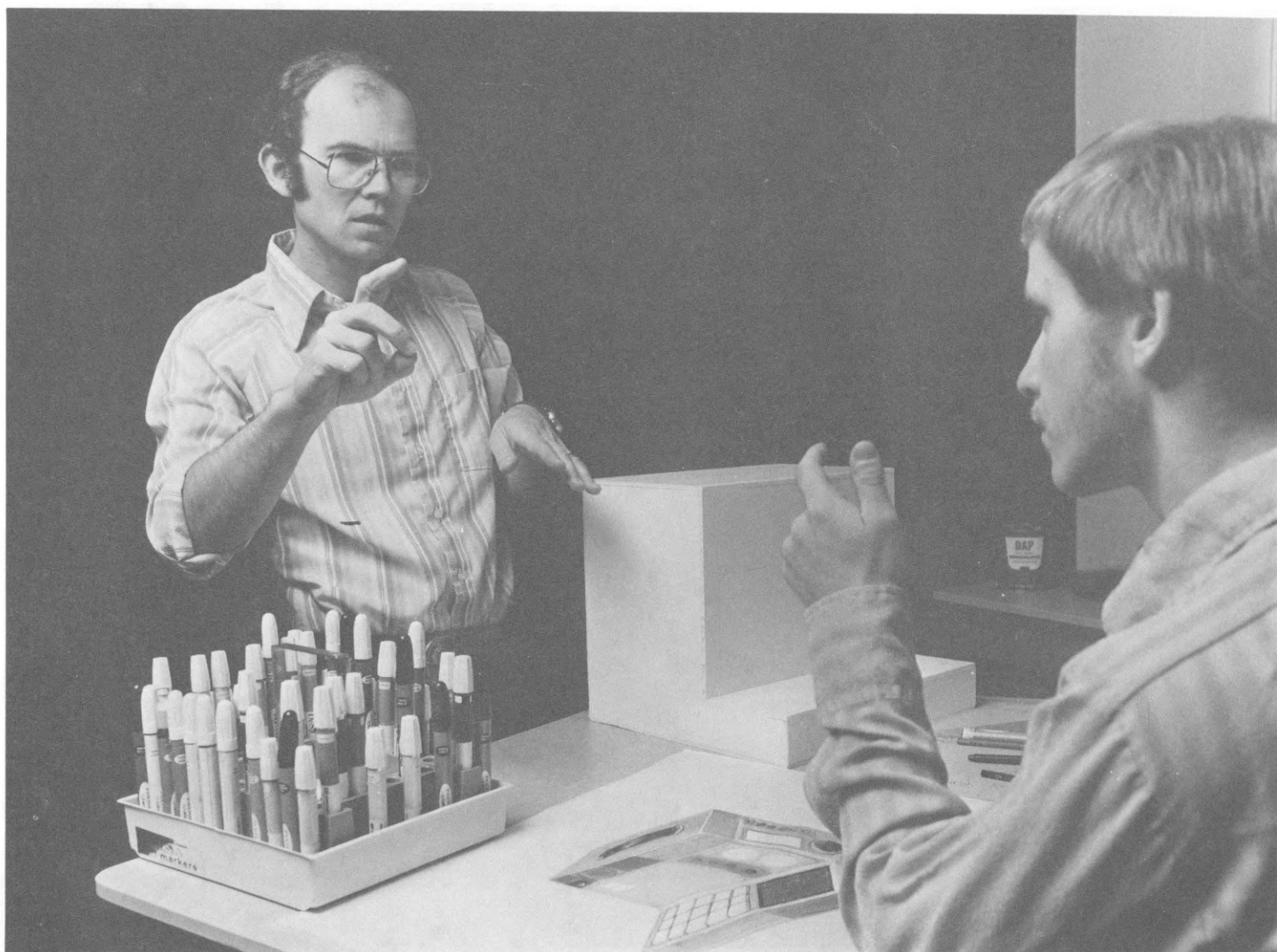
Joe's work on the cover design for *The Deaf American* was just one of his

assignments for the Art Department's In-House Co-op program. Another project he worked on was a total graphics identity program for the town of Henrietta, a suburb of Rochester, N.Y. His work also included a visual identity manual for the town.

Commenting on the cover design he created for *The Deaf American* magazine, Joe says, "I wanted the masthead design of the magazine to reflect the strength of the deaf community. To accomplish this, I chose good, firm letters set in a clean, modern typeface. The final design is the one I felt most comfortable with. I really think it's an important design for an important magazine."

Special Interest Art House

Another feature that helps NTID students learn from hearing students is the Special Interest Art House - a unique living area within RIT's dormitories. It's designed to help incoming NTID art



NTID Instructor Jim Sias discusses rendering techniques with student Paul Sienkiewicz.

students adjust to the greater RIT community.

The Art House consists of one floor in one of the dormitories, and houses about 45 students. The House is fairly evenly divided between deaf and hearing students, and represents almost every major art program available at RIT. First-year students, as well as upperclassmen, live in the House and all are allowed to use facilities, including a seminar/tutoring/study room, a fully equipped work studio, and a lounge with a display area for student work.

Visits and informal discussions with professional artists and designers, recent Art Department graduates, and others related to the profession give NTID students an insight into careers in the arts they can't get in the classroom. Living together with hearing students also provides all members of the House with opportunities to understand one another's background while sharing the common bond of being art students.

Why NTID?

Deafness has long been misunderstood. Years ago, people thought deaf people were also "dumb." Today, we know differently. We know deafness is a disability a person can be born with. It can be a major obstacle in the learning process because so much communication and learning are accomplished through hearing. Deafness isolates person from person, because of a communication barrier that transcends race, nationality, and color. It's also an invisible barrier that sometimes evokes an irritable response, from a hearing person rather than empathy, from a hearing person.

But that can be overcome with proper training. More than 15 years ago, Congress realized this and that realization led to its commitment to do something about the situation. The Congress created NTID, a college designed to train deaf persons in technological disciplines and prepare them for full-time, professional-level employment.

Accountability of students, faculty and staff is the key to NTID's program successes. Through extensive research, advisory boards and visiting professionals, business and industry have told us that knowledgeable, skilled technicians are in great demand on a national basis.

And NTID's Applied Art Program is structured to train such technicians.

Today, NTID graduates are proving to the world that they are talented, skilled, reliable designers and technicians - who happen to be deaf.

If you'd like to know more about NTID art programs or graduates, write: Art Department, National Technical Institute for the Deaf, One Lomb Memorial Drive, Rochester, New York 14623.

THIS MATERIAL WAS DESIGNED AND PREPARED BY STUDENTS IN THE NTID ART DEPARTMENT, IN-HOUSE CO-OP PROGRAM.

LIBRARY Column

Conducted by ALICE HAGEMEYER

White House Library Conference Announces Conference Themes and Plans

The first national White House Conference on Library and Information Services will be structured around five themes ranging from helping people solve everyday problems to fostering international peace and understanding.

The themes and other plans for the conference were announced during the American Library Association's annual convention, June 23-29, 1979, in Dallas, Texas, by Conference Chairman Charles Benton, Chairman of the National Commission on Libraries and Information Science (NCLIS), and Marilyn K. Gell, Conference Director.

The conference, to be held in Washington, D.C., November 15 to 19, 1979, was authorized by PL 93-568 to "develop recommendations for the further improvement of the Nation's libraries and information centers and their use by the public." It is expected that recommendations of the conference, which is being planned and will be conducted by NCLIS, will have a direct impact on the formation of a national information policy and result in specific legislative recommendations.

A unique feature of the Conference will be a Joint Congressional Hearing based on the five themes to be co-chaired the morning of Monday, November 19, by Sen. Claiborne Pell (D-R.I.) and Rep. William Ford (D-Mich.), chairmen, respectively, of the Senate Subcommittee on Education, Arts and Humanities, and of the House Subcommittee on Postsecondary Education. Also expected to participate will be Rep. John Brademas (D-Ind.), House Majority Whip, and other members of the two subcommittees.

The five conference themes will relate to library and information services for: 1) Meeting Personal Needs; 2) Enhancing Life-long Learning; 3) Improving Organizations and the Professions; 4) Effectively Governing Our Society; and 5) Increasing International Understanding and Cooperation.

"We do not want to focus on institutions. We want to focus on the person—the individual who is the consumer of information. And that means everyone," Ms. Gell explained.

The themes and issues to be discussed under each of the five major themes were drawn from the results of 57 state and territorial pre-White House

Conferences, existing legislation, input from private and public sector groups in the library and information community, and special theme conferences sponsored by the White House Conference. In announcing the themes, Mr. Benton and Ms. Gell stressed that they are closely tied to the mission of libraries and information services, which they defined as follows: "To improve the quality of citizens' lives, maintain a free and democratic society, continue a healthy national economic growth and encourage a peaceful world."

In that connection, they stressed, the White House Conference will strive to

accomplish that mission, set realistic goals and means to achieve them, and clarify the principal issues. The conference will also establish an agenda for action and aim at a high level of public awareness of its objectives.

Other conference plans announced by Mr. Benton and Ms. Gell included an outline of the process of delegate preparation and of the Conference "Theme Center" exhibit. According to the two conference leaders, among the materials the delegates will receive, in stages, in advance of the Conference workbooks will be papers on the major theme areas, context papers on topics affecting all theme areas and Issue Fact Sheets consisting of brief analyses of issues under each theme area.

The "Theme Center" exhibit, entitled "Bringing Information to People," will feature a fully functioning information center to support the conference delegates' work and a series of display clusters demonstrating the delivery of library and information services in various sectors of society.

An Urgent Message from Alice Hagemeyer

A draft copy of Guidelines prepared by the Office of Public Information at the National Association of the Deaf (814 Thayer Avenue, Silver Spring, Maryland 20910) has been worked on and is in the mail to president of each state association of the deaf. Everyone's input is invited as we try to finalize these recommendations and guides.

The American Library Association has recently established a Library Service to the Deaf Section within the Association of Specialized and Cooperative Library Division. This significant step will make it possible for libraries to become in-

volved in a number of important activities for deaf people. Not only will professional people be able to better serve everyone's need, but they will also be better able to assist in improving understanding, support, and advocacy among the deaf and hearing community.

If you have not received or seen a draft copy, please contact your state association of the deaf or write to NAD Branch Office, Suite 804, 445 North Pennsylvania Avenue, Indianapolis, Indiana 46204, for the name of officers in your state association.



IOWA'S BEST SINCE 1963—The Bobcat wrestlers of Iowa School for the Deaf, Council Bluffs, left to right: FRONT ROW—Cheerleaders: Sonja Frandsen, Julie Salisbury, Stacia Barron and Carol Vande Kamp. SECOND ROW—Coach Dick Pike, Scott Saxen, Robbie Utterback, Mike Bishop, Duane Meyer, Tom Hargrave. THIRD ROW—Daryl Holmes, LeRoy Green, Sherman Robinson, Darrett Holmes, Rick Mortenson. FOURTH ROW—Larry Snyder (manager), John Alexander, Hal Miller, Jeff Irvin, Bobby King, Kevin Hovorka (manager).



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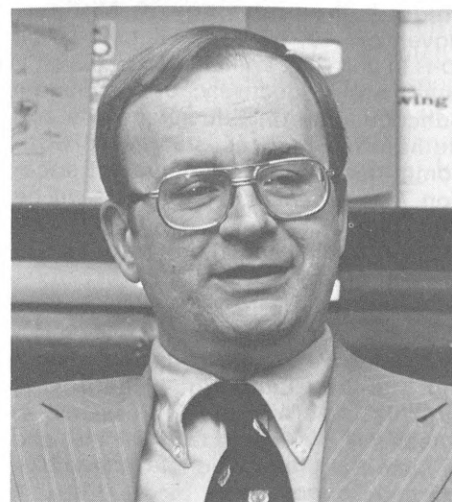
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SCRANTON SCHOOL HEAD—Dr. Victor H. Galloway was recently named superintendent of the Scranton State School for the Deaf in Scranton, Pennsylvania. A native of South Carolina, Dr. Galloway obtained his bachelor's degree from Gallaudet College, his master's in school administration and adult education from California State University at Northridge and his doctorate in educational rehabilitation and administration from the University of Arizona. He went to Scranton from Model Secondary School for the Deaf, where he had been since 1970 and most lately as director of the Division of Education.

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MSSD DIRECTOR—David R. Updegraff, former special assistant to the Model Secondary School for the Deaf dean, has been appointed director of MSSD's Division of Education. He will receive his Ph.D. in sociology from the American University, Washington, D.C., this August. After receiving his bachelor's degree from Bethany College, West Virginia, Mr. Updegraff earned his master's in social work from the University of Michigan. For the past five years, he has been assistant director of the Kendall Demonstration Elementary School on the Gallaudet College campus.

POSITION ANNOUNCEMENT

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NATIONAL ASSOCIATION OF THE DEAF

Responsibilities: Responsible for directing Association activities nationwide; acting as spokesperson for the deaf population of the United States in international and national bodies, and at state and local levels as necessary; establishing and implementing policies and procedures as directed by the Board of Directors; supervising day-to-day operation of the Home Office staff, including the Association's publishing and research activities, Legal Defense Fund, and a Branch Office in Indianapolis, Indiana; identifying and developing new sources of financial support for the Association, including oversight of investments; developing annual operating budget and revisions as required.

Prerequisites: 10 years administrative experience in the area of deafness; demonstrated ability to perform as spokesperson and represent deaf individuals at any level; thorough knowledge of budget preparation and fiscal management; college degree mandatory; post graduate studies in management or deafness desirable. Fluency in American Sign Language mandatory.

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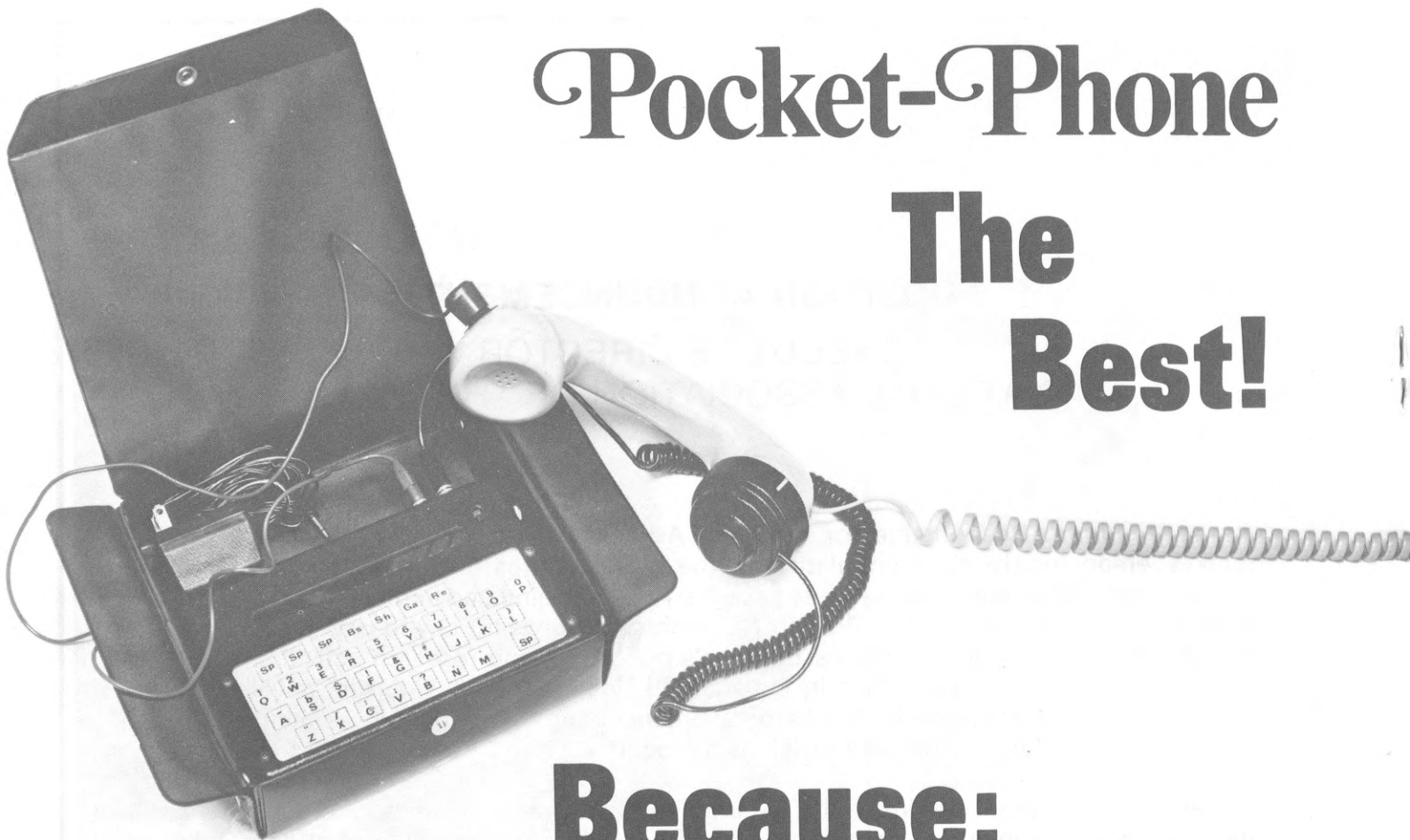
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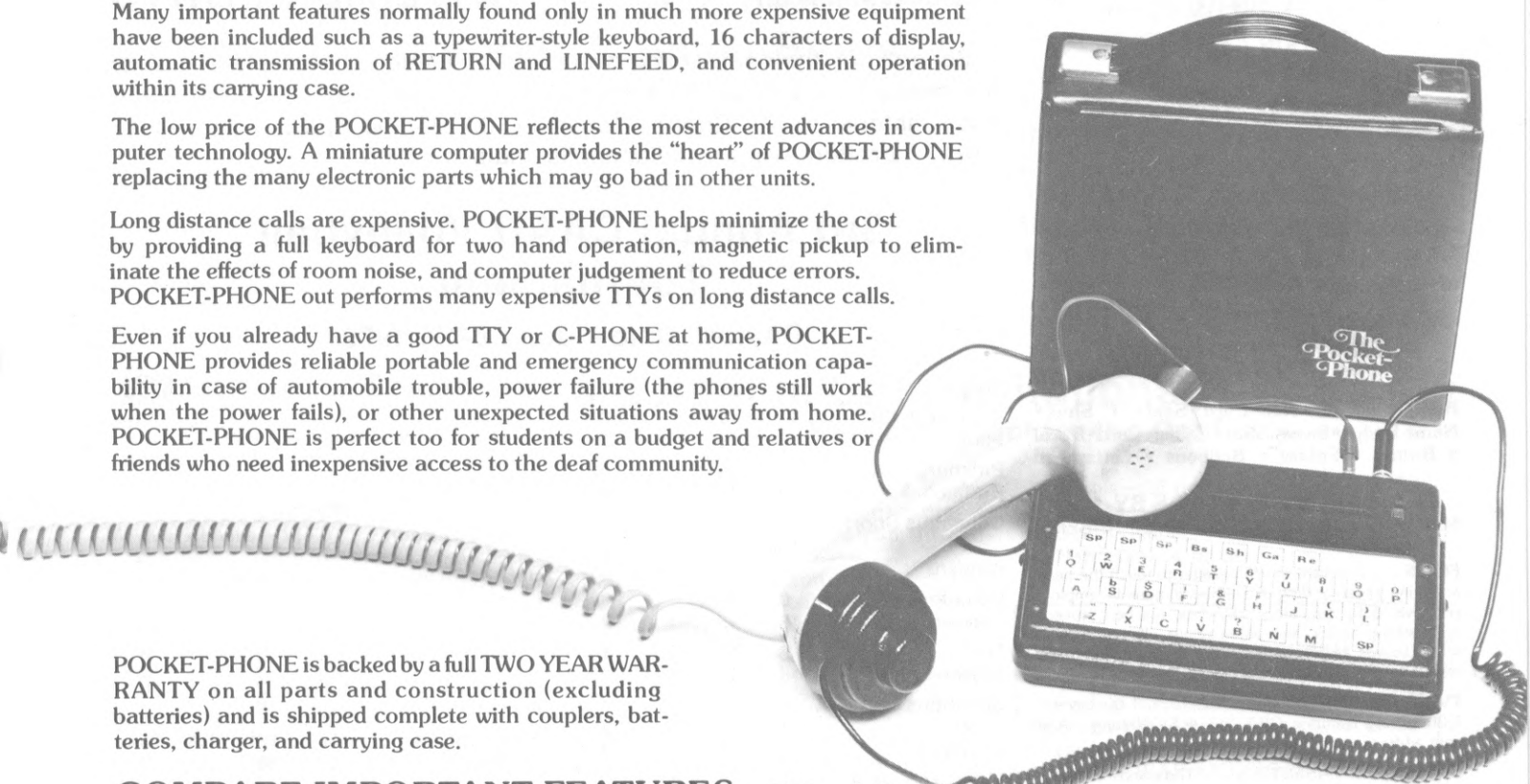
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The Deaf American

Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

HOTLINE SPORTS

3rd Annual CAAD Volleyball Tournament

Dayton, Ohio—June 8-10, 1979

Toronto	15	15	2
Pittsburgh "B"	10	7	0
Flint	15	15	2
Pittsburgh "A"	15	15	2
Buffalo	3	10	0
Columbus Sport "B"	12	6	0
Windsor	15	15	2
Columbus "A"	0	12	0
Toronto	15	15	2
Flint	6	15	12
Dayton "A"	15	13	15
Columbus Sport "A"	11	11	2
Louisville	8	1	0
Pittsburgh "B"	11	8	11
Columbus Sport "B"	3	11	8
Columbus "B"	4	11	13
Columbus "A"	11	13	11
Dayton "B"	5	3	0
Flint	11	11	2
Buffalo	3	12	11
Columbus Sport "A"	11	10	4
Pittsburgh "A"	15	13	0
Windsor	17	15	2
Toronto	15	15	2
Dayton "A"	12	3	0
Buffalo	11	11	2
Pittsburgh "B"	6	1	0
Columbus "A"	9	1	0
Flint	11	11	2
Toronto	15	15	2
Windsor	2	13	0
Flint	11	1	8
Pittsburgh "A"	6	11	11
Dayton "A"	11	7	0
Buffalo	8	11	11
Pittsburgh "A"	11	11	2
Buffalo	2	0	0
Windsor	15	13	15
Pittsburgh "A"	4	15	7
Toronto	15	18	2
Windsor	13	16	0

Most Valuable Player: Dennis Barton, Toronto.

Team Sportsmanship: Windsor.

Coach of the Tournament: Phillip Daniels, Toronto.

Women

Columbus Sport "B"	0	0	0
Pittsburgh "B"	15	15	2
Dayton "A"	15	15	2
Columbus Sport "A"	8	8	0
Dayton "B"	5	2	0
Flint	15	15	2
Pittsburgh "A"	17	16	15
Windsor	15	18	8
Columbus Sport "B"	7	5	0
Columbus Sport "A"	11	11	2
Dayton "B"	6	4	0
Windsor	11	11	2
Pittsburgh "B"	14	11	0
Dayton "A"	16	15	2
Flint	15	15	2
Pittsburgh "A"			0
Pittsburgh "A"	4	11	7
Columbus Sport "A"	11	6	11
Pittsburgh "B"	11	11	2
Windsor	3	3	0
Dayton "A"	15	15	2
Flint	3	11	0
Columbus Sport "A"	11	11	2
Pittsburgh "B"	5	9	0
Flint	15	15	2
Columbus Sport "A"	7	11	0
Dayton "A"	11	15	11
Flint	15	6	15
Flint	15	15	2
Dayton "A"	10	10	0

Standings: First place—Flint; second place—Dayton "A"; third place—Columbus Sport "A"; fourth place—Pittsburgh "B".

All-Star Team: Doris Westerman, Dayton "A"; Barbara McNally, Flint; Laura Smith, Flint; Terri Haelkamp, Dayton "A"; Marianne Belsky, Flint; and Paula Tajc, Pittsburgh "A".

Most Valuable Player: Barbara McNally, Flint.

Team Sportsmanship: Windsor

Coach of the Tournament: Martin Belsky, Flint.

8th Annual Midwest Schools For The Deaf Relays, Council Bluffs

Pole Vault: 1. Mike Miller, Iowa; 2. Gene McCallum, Kansas; 3. Ronnis Morris, Missouri; 4. Mark Longworth, Missouri, and 5. Ricky Mortenson, Iowa—10'6."

Shot Put: 1. Bob Schebaum, Missouri; 2. Steve Johnson, Missouri; 3. Neal Polzin, Minnesota; 4. Curtis Christy, Kansas; and 5. John Alexander, Iowa—44'11."

Long Jump: 1. Larry Rogers, Missouri; 2. Leroy Green, Iowa; 3. Jeff McKinney, Iowa; 4. and 5. (tied), Shane Redding, Minnesota and Darren Williams, Missouri—19'7"

Discus: 1. Mike Soukup, Nebraska; 2. John Alexander, Iowa; 3. Neal Polzin, Minnesota; 4. Paul Goodroad, Nebraska; and 5. Kevin Meyers, Kansas—115'0"

High Jump: 1. Bob Schebaum, Missouri; 2. Pat Kuehn, Minnesota; 3. Kevin Milner, Kansas; 4. Gene McCallum, Kansas; and 5. Larry Fahy, South Dakota—5'10"

Two Mile Run: 1. Andy Bonheyo, Minnesota; 2. Tim Ware, Iowa; 3. Bob Kingsley, Nebraska; 4. Pat O'Brien, Minnesota; and 5. Bob Utterback, Iowa—11:37.07

120 Yd. High Hurdles: 1. Larry Rogers, Missouri; 2. Bob Schebaum, Missouri; 3. Mike Soukup, Nebraska; 4. Mike Miller, Iowa; and 5. Terry Fitzgerald, Iowa—:16.9

100 Yard Dash: 1. Keith Dehart, Nebraska; 2. Harvey Talley, Kansas; 3. Darren Williams, Missouri; 4. Shane Redding, Minnesota; and 5. Ernie Peterson, Iowa—11.25

2-Mile Relay: 1. Iowa, 2. Missouri, 3. Kansas, 4. Nebraska, and 5. South Dakota—9:03.75

220-Yard Dash: 1. Bob Gosier, Nebraska; 2. Roy Draper, Missouri; 3. Ernie Peterson, Iowa; 4. Keith Dehart, Nebraska; and 5. Larry Fahy—:24.2

One Mile Run: 1. Jerry Payne, Nebraska; 2. Dan Norling, Minnesota; 3. Tim Ware, Iowa; 4. Ernest Conway, Missouri; and 5. Ricky Haab, Kansas—4:54.17

880 Yard Relay: 1. Kansas, 2. Missouri, 3. Iowa, 4. Nebraska, and 5. Minnesota—1:36.18

440 Yard Dash: 1. Roy Draper, Missouri; 2. Scott Thompson, Kansas; 3. Mike Friesen, Nebraska; 4. Mark Leach, Iowa; and 5. Scott Saxen, Iowa—:52.83

180 Yard Low Hurdles: 1. Larry Rogers, Missouri; 2. Mike Miller, Iowa; 3. Rick Mortensen, Iowa; 4. Kent Gilleland, Missouri; and 5. Bob Lindquist, Minnesota—:21.73

Mile Medley Relay: 1. Nebraska, 2. Iowa, 3. Missouri, 4. Minnesota, and 5. Kansas—3:56.54

880 Yard Run: 1. Rentscher, Nebraska; 2. Tim Werner, Minnesota; 3. Ken Hartman, Missouri; 4. Don Kalb, Kansas; and 5. Mark Leach, Iowa—2:18.95

440 Yard Relay: 1. Kansas, 2. Iowa, 3. Missouri, 4. Minnesota, and 5. Nebraska—:45.69

One Mile Relay: 1. Kansas, 2. Missouri, 3. Iowa, 4. Minnesota, and 5. Nebraska—3:50.22

New records: One Mile Medley Relay, Nebraska, 3:56.54; 440 Yard Relay, Kansas—:45.69.

Standings:

1. Missouri—97½ points
2. Iowa—83 points
3. Nebraska—66 points
4. Kansas—58 points
5. Minnesota—32½ points
6. South Dakota—4 points

3rd Annual Girls Invitational Track Meet Kansas School for the Deaf

Long Jump: 1. Veach, Missouri; 2. Kuehn, Minnesota; 3. Demmings, Minnesota; 4. Salisbury, Iowa; and 5. Barron, Iowa—15'3½"

High Jump: 1. Anderson, Iowa; 2. Saline, Illinois; 3, 4, and 5 (tied)—Duncan, South Dakota; Shy, Kansas; and Crawford, Illinois—4'2"

Discus: 1. Downey, Iowa; Davis, Missouri; 3. Barron, Iowa; 4. Anderson, Iowa; and 5. Broeder, Nebraska—77'5"

Shot Put: 1. Davis, Missouri; 2. Lehman, Iowa; 3. Tolle, Missouri; 4. Downey, Iowa; and 5. Broeder, Nebraska—29'

110 Yard Hurdles: 1. Harvey, Illinois; 2. Cooper, Missouri; 3. Hall, Kansas; 4. Saline, Illinois; and 5. Cizerle, Kansas—:18.96

100 Yard Dash: 1. Veach, Missouri; 2. Fisk, Iowa; 3. Carson, Illinois; 4. Demmings, Minnesota; and 5. Malchow, Nebraska—:11.98

One Mile Run: 1. Bonkeyo, Minnesota; 2. Douglas, Missouri; 3. Glenn, Illinois; 4. Van De Kamp, Iowa; and 5. Bennington, Illinois—6:15.67

440 Yard Dash: 1. Kuehn, Minnesota; 2. Barron, Iowa; 3. Foster, Illinois; 4. Smith, Iowa; and 5. Cizerle, Kansas—1:04.74

440 Yard Relay: 1. Missouri, 2. Iowa, 3. Minnesota, 4. South Dakota, and 5. Illinois—:56.18

880 Yard Relay: 1. Missouri, 2. Iowa, 3. South Dakota, 4. Kansas, and 5. Minnesota—1:54.85

880 Yard Run: 1. Weaver, Iowa; 2. McMahon, Iowa; 3. Glenn, Illinois; 4. Dyer, Missouri; and 5. Schoneman, Kansas—2:53.6

220 Yard Dash: 1. Cooper, Missouri; 2. Kuehn, Minnesota; 3. Barron, Iowa; 4. Duvean, South Dakota; and 5. Malchow, Nebraska—:29.24

Two Mile Run: 1. Ronnebaum, Kansas; 2. Fulton, Minnesota; 3. Van DeKamp, Iowa; 4. Brewer, Illinois; and 5. Person, Missouri—15:44.12

One Mile Relay: 1. Minnesota, 2. Iowa, 3. Missouri, 4. Kansas, and 5. Illinois—4:42.16

New records: Discus, Downey, Iowa, 77 feet 5 inches; 880 Yard Relay, Missouri—1:54.85; 440 Yard Dash, Kuehn, Minnesota, 1:04.74; 220 Yard Dash, Cooper, Missouri, :27.48; Two Mile Run, Ronnebaum, Kansas, 15:42.12.

Standings:

1. Iowa—76 points
2. Missouri—69 points
3. Minnesota—47 points

FORUM X POSTPONED

Forum X, sponsored by the National Association of the Deaf and the Utah Association of the Deaf, originally scheduled for October 3-5, 1979, in Salt Lake City, Utah, has been postponed until the fall of 1980.

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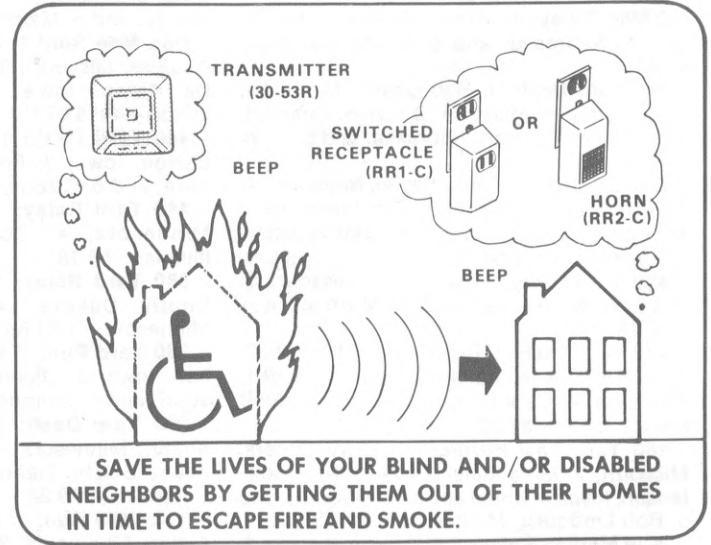
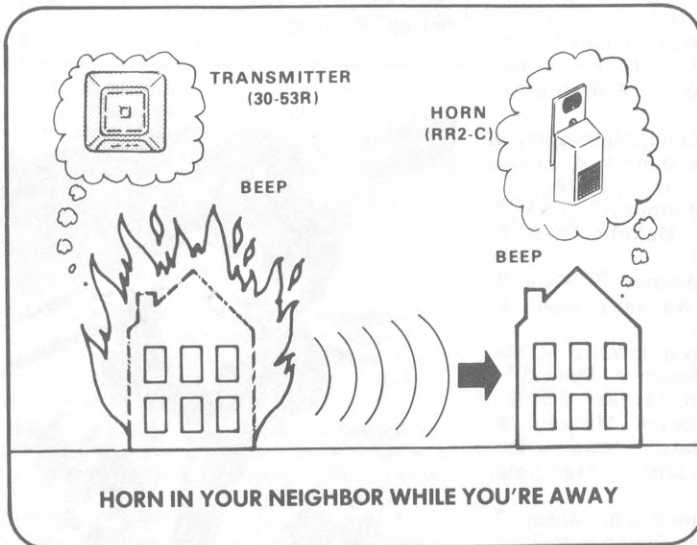
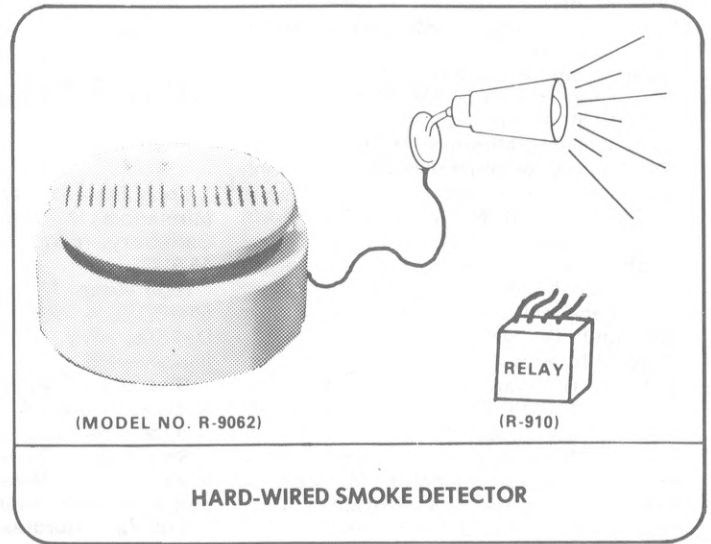
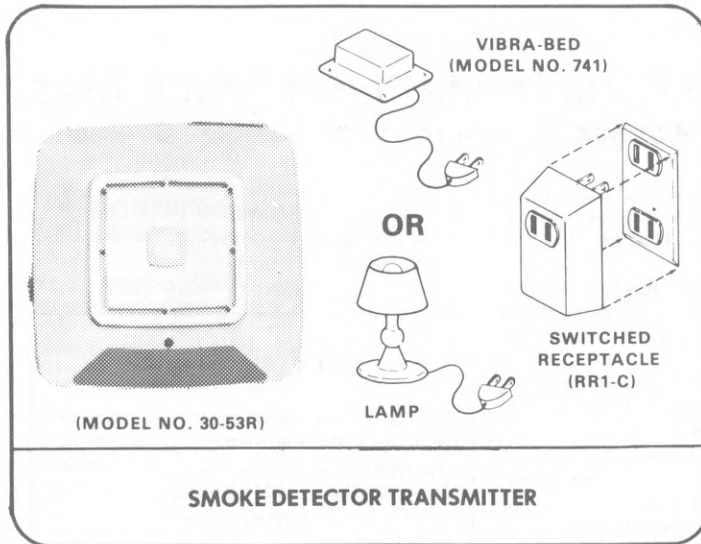
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Iowa Wrestling Coach Has Lombardi Touch

By ART KRUGER, Sports Editor
2835-F Hilliard Road, Richmond, Virginia 23228

Vince Lombardi, the late Green Bay Packer coach famous for his knack of winning, would probably have expressed pleasure at many of the characteristics and theories of Richard Pike.

Pike, wrestling coach at Iowa School for the Deaf at Council Bluffs, seems to have come from the Lombardi mold.

By his own admission, Pike is a strict taskmaster who preaches pride as the most essential element in self-motivation in athletics, teaching or any field.

Also, like Lombardi, Pike likes nothing better than an athlete overflowing with desire. He strives to create a family-type atmosphere for himself and his players as Lombardi did.

And last, but not least, Pike is a winner.

The ISD Bobcats performed beyond all expectations during the 1978-79 season. Pike's charges compiled a 9-3 dual meet mark including a sweep of triple dual meet in Delavan, Wisconsin, featuring deaf prep schools from Kansas, Minnesota and Wisconsin. Last year the Bobcats finished the season with a 2-7-1 dual meet record. Of the 11 full-time varsity wrestlers, eight were sophomores and three were juniors, and eight of them were the nucleus of the ISD team during the 1978-79 year.

The trip to Wisconsin was an exciting event for the Iowa wrestlers. None of the boys on the squad had wrestled other deaf teams before. The Bobcats beat Kansas 54-12, Minnesota 61-6 and second place Wisconsin 48-15. Pike had eight wrestlers get through the four-school affair unbeaten, and his boys finished the triple dual with 17 pins and only six losses in the 36 matches. **The trophy ISD won was the first wrestling trophy the school had won since 1963.**

On December 9, Coach Pike took nine sophomores to a Freshman-Sophomore Tournament at Woodbine, Iowa. He had all nine wrestlers win medals—seven first places, a third and a fourth. In the 11-team field, ISD racked up 20 wins (including 13 pins) against three losses. The Bobcats scored 186½ team points—55½ points ahead of the second place winner, and won a second first place trophy.

On December 16, ISD crowned two individual champions en route to a second place finish at the Shelby-Tenant

Invitational, and also had four second place finishers and a third place winner. All five of these non-champions lost to seniors, so things look bright for them next season.

At the end of January of 1979, the ISD Bobcats placed second in their own Invitational Tournament. Last year they only managed a sixth place team finish and three individual medals. This year ISD had three individual champions and five other medal winners. The Council Bluff-based school finished a solid place behind Nishna Valley High—the same team that handled the Bobcats one of their dual meet losses and finished first at the Shelby-Tenant Tournament. Nishna Valley had five seniors on its team, so ISD should be more competitive with them next season.

ISD is a member of the 12-team Western Iowa Conference. At this conference wrestling tournament ISD moved from last place and no point in 1978 to sixth place and 71 points this year. Considering the size of the schools and the strength of competition, Coach Pike was pleased with the team's performance, as his school had a second, two thirds, a fourth, a fifth and a sixth place finisher. Next year they

should move up a little in the team standings.

Iowa Deaf's season ended at the Sectional Tournament. The Bobcats were unfortunate enough to be placed in a very strong Sectional. Their best wrestler was sick, but still managed to win third place. Two other wrestlers placed fourth, but only the top two wrestlers per weight class advance from Sectional to District. The frustrating thing was that boys the Bobcats had beaten from other Sectionals advanced to Districts—some even to State! They didn't wrestle poorly in Sectionals. They just didn't wrestle well enough to get the job done.

Leading the way for the youthful ISD Bobcats were the following five sophomores and two juniors:

Scott Saxen sported a 22-4-0 record on nine pins including the fastest pin (12 seconds) at 119 pounds. He is an excellent competitor and team leader. He takes his sports seriously. What he lacks in speed and strength he makes up for in determination. During his off-season Scott has been participating in free-style wrestling. His goals are to qualify for the State wrestling tournament and participate in the National WGD Tryouts. Scott is Gallaudet Col-



REPEATER—Eugene Miller recorded an unbeaten year with a 24-0 record and was picked as "Deaf Prep Wrestler of the Year" for the second straight year. With him is his coach, Harold Koch.



BELATED AWARD—Jesus Contreras, who reigned as a Colorado state wrestling champion three times while attending the Colorado School for the Deaf, was named the National Fraternal Society of the Deaf's Athlete of the Year 1978 during an assembly held this year at the school. Pictured left to right are the following people participating in the award ceremony: Al Whitt (head wrestling coach), Joe Sisneros (athletic director and head football coach), Bob Dawson (superintendent), JESUS CONTRERAS and Fred Gustafson (secretary of the Colorado Springs Division, NFSD).

lege material, both academically and athletically.

Daryl Holmes, who wrestled at 126 pounds, had 12 pins and a 18-6-1 record. He has improved greatly from last year. He is the most aggressive wrestler on the ISD team. This is demonstrated by the number of pins and near falls he scored. Four of Daryl's six losses came from seniors, so he should do even better next season. He, too, has taken up freestyle wrestling and hopes to make it to State before he graduates. He'd like to participate in the National WGD trials.

Rick Mortenson carried a 15-4-1 record and 10 pins at 155 pounds. He is a wrestler who can psyche himself up like few wrestlers Coach Pike has ever seen. Rick's the most physical wrestler on the ISD squad. If he keeps working hard and can stay at 155 pounds next season, he should have a great year. Only one boy who beat him is back next year, but that boy was the one who knocked him out of the first round at Sectional this season by a score of 3 to 4. Rick is also Gallaudet material.

Duane Meyer at 98 pounds recorded 11 pins in his 24 outings, a 17-6-1 mark. Of all the wrestlers on the ISD team, Duane had the best chance of advancing from Sectionals to Districts. Instead, he wrestled his worst match of the season, and was eliminated in the first round. Wrestling is Duane's sport. Because of his size he can't do much except go out for track and football. Duane wins in wrestling because he's

smart and determined. He's the boy who sets the pace for the team. The team's strength is in the lower and middle weights. When Duane wins, that gets the other boys fired up. If he loses, the other boys try to get even for him. He is important to the team attitude. Like Saxon and Mortenson, Duane is a de-

termined leader. He, too, is getting freestyle experience. Duane's greatest weakness is his strength. Duane could also be Gallaudet material.

Mike Bishop had 11 pins and a 17-7-0 record wrestling at 105. Last year Mike was ISD's "Most Valuable Wrestler." He set four statistical team records. He was far ahead of the rest of the underclassmen. This year Mike had another good season, but his record didn't improve because he lost when he was moved up to 112 pounds. He sacrificed his personal statistics and record in order to help the team try to coverup the forfeit at 145 pounds. Other boys moved up weight classes too, but Mike was the one who got hurt by it. That tells you the kind of kid he is. Until Sectional time Mike was really tough in tournament competition. One funny thing about him as a competitor is that he was the wrestler the opponents feared most—a 105 pounder! Mike's the kind of wrestler who likes to stick with what he knows and is confident with. He doesn't care much for learning new moves. He's quick and he's become much more aggressive this year. He, too, is Gallaudet material.

Darrett Holmes had pinned eight opponents and a 16-8-0 record while jumping between 138 and 145 pound categories. He is very strong and the quickest wrestler on the team. His weakest point is that he doesn't wrestle consistently. Sometimes he looks like he's never wrestled before. At other times he looks like A State contender. Five of Darrett's losses this year were to

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seniors. If he gets a bit more psyched-up, he should have a better year as a junior. He certainly has the natural ability.

LeRoy Green was 15-9-0 for the year including nine pins at 132 pounds. He probably has the most natural ability on the team, but his self-confidence comes and goes in spurts. He would rather pin his opponent than win by points. He's most confident in his escapes and pins, but has little confidence in his ability to get the takedowns. Seven of LeRoy's losses this year were to seniors. Like so many of the ISD sophomores, LeRoy found it's not easy to beat those seniors. LeRoy believes he can go to State before he graduates. He'll be tough by the time he's a senior—especially he gets confidence in his takedowns. With his quickness, that problem should resolve itself.

The above seven wrestlers carried the load in all of ISD's dual meets and tournaments. Mortenson and Bishops are juniors, while all five others are sophomores. All of them except Bishop were unbeaten at Wisconsin Deaf Triple Dual meet.

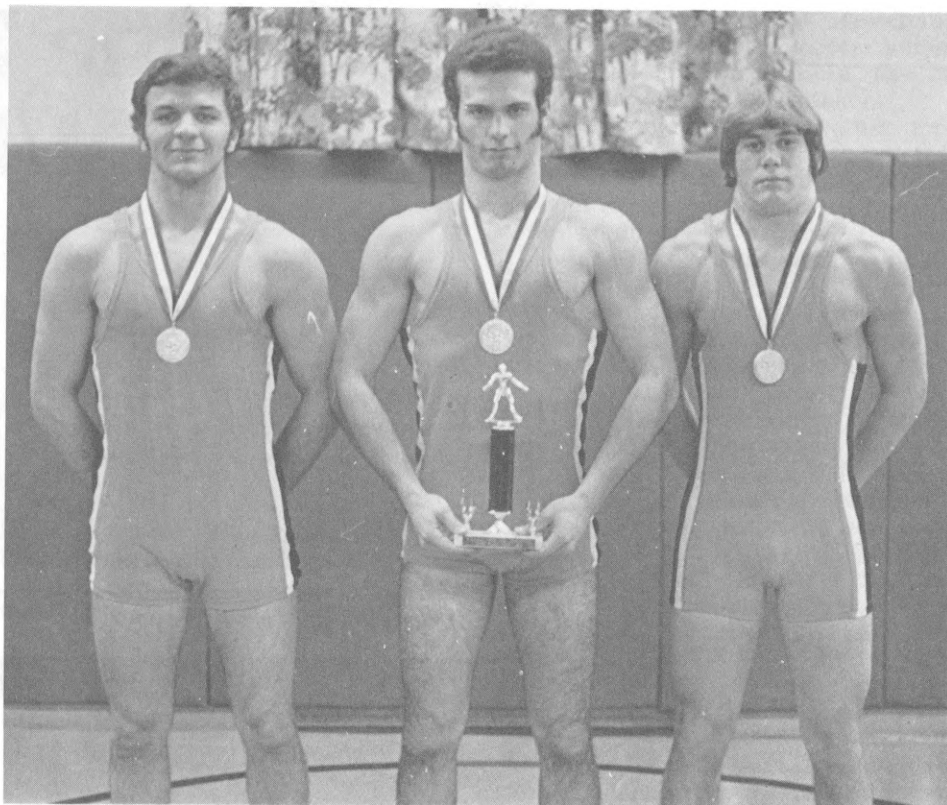
The Iowa school had another sophomore in 112-pound Sherman Robinson who had a 11-5-0 mark this year. Sherman was wrestling junior varsity when ISD had its first meet, so Coach Pike decided to take him to the triple-dual at Delavan and he won three matches by pins and was voted the "Most Valuable Wrestler" at this meet. But Sherman never made 112 pounds after Christmas vacation.

Next year's team should be the best ever at ISD. They'll fill every weight and have more experience.

Alonzo Whitt, a product of Kentucky School for the Deaf, Danville, and a graduate of Gallaudet College and himself a former "Deaf Olympic" competitor and coach, is still going strong in his tenth year as mat mentor at Colorado School for the Deaf and the Blind at Colorado Springs. **He's probably the best deaf prep wrestling coach in the country.**

The CSDB Bulldogs always have been long on individual talent, but usually have come up short in depth. CSDB never has won a State Class A championship. However, in the last seven years, CSDB wrestlers have placed no lower than third in District play, and captured the top spot in both 1976 and 1978 and again this year.

During his 10 years at CSDB, Whitt has produced six wrestlers who gained State Class A honors. Fidel Martinez won two crowns in 1971 and 1972, Larry Schwarz in 1973, Jesus Con-



ALL-AMERICANS FROM MARYLAND—Left to right: Pat Muhler (170), David Johnston (158) and Curtis Runk (148) display their first place medals and the third place team trophy they won at the Eastern Deaf Prep wrestling tournament held at West Trenton, New Jersey, January 26-27, 1979. The Orioles were edged out of second place in the final moments by just one-half point.



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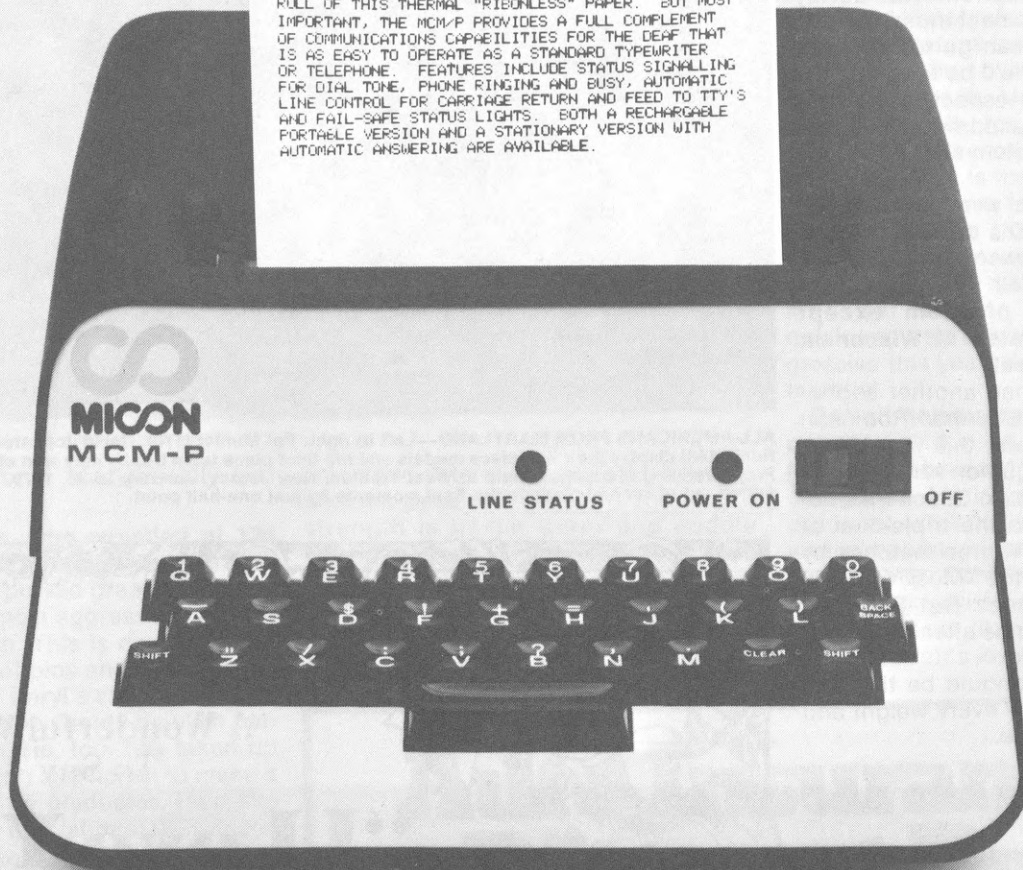
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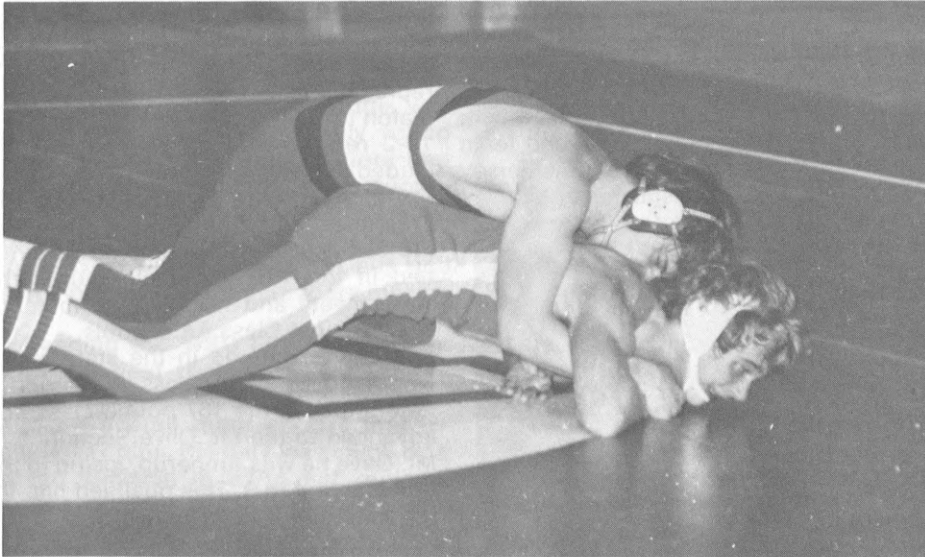
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MUSCLE VS. MUSCLE—Tom Schlotthauer of Wisconsin works his right arm in to control his opponent's wrists in order to develop half nelson for a pin. Tom was 21-1 for the year. Last year he was 15-2. He's only a sophomore.

treras thrice in 1974, 1975 and 1977, Bernie Atencio in 1975 and 1977, Ray Kilthau in 1976 and Merle McAdoo in 1977.

Whitt considers Jesus Contreras as his best wrestler in 10 years. Contreras achieved an incredible record during his prep career. He won 107 matches and lost only three. He racked up a 27-0 record in 1977 and to top things off he garnered his three state Class A title in four years of varsity wrestling. As a freshman in 1974, Contreras tipped the scales at 112 pounds and took his first state championship. He then came back as a sophomore to win the 119 Class A crown. Wrestling in the 132-pound division as a junior Contreras was unable to repeat as a state champ, being runnerup, but he returned to form at 138 in 1977. And he was one of only two Colorado Springs area wrestlers to beat his opponent in an exhibition match with a Japanese All-Star team in 1977. Following his final prep victory in the state tournament, Contreras was selected as the outstanding wrestler in the state and was named the Colorado Springs Gazette-Telegraph Athlete of the Year in wrestling. And he was chosen as the Deaf Prep Wrestler of the Year in 1977. He was also named the National Fraternal Society of the Deaf's Athlete of the Year. As a member of the USA team in the 1977 World Games for the Deaf at Bucharest, Romania, Contreras brought home a silver medal in the freestyle wrestling and added a bronze in the Greco-Roman wrestling.

Whitt's other outstanding wrestler was Bernie Atencio. Bernie was honored as the state Class A outstanding wrestler when he won the 112-pound championship as a sophomore. After logging a 15-0 record as a junior, he did not compete in the state tournament for

"personal reasons." However, he did cop the 119-pound state title in 1977. Bernie compiled a remarkable four-year record of 105-4-1. He also was a "Deaf Olympic" wrestler when he competed for the United States at the 1977 World Games and took a bronze medal in the freestyle wrestling.

Whitt did not have a state champion in 1979, but had six qualifiers in the state meet which was a high for CSDB

during his long tenure at the school. And five of those six grapplers ended their prep career with more than 20 wins during the 1978-79 season.

Mike Atencio, Bernie's brother, topped off his 28-2 season with a third-place finish at the state tournament to go with championship crowns he captured at three big invitational meets. The year before he posted a 23-3 record enroute to a third place finish in the state tournament. Wade Sandoval had his own way at 155, winding up the season with a 27-4 mark and a fifth-place finish at the state tournament. The year before he was 18-4. Perry Capanna dropped his opening round match at the state tournament, but still posted a remarkable 22-4 season record, including first-place finishes at two big invitational tournaments. The 119-pounder also captured the district championship. Don Alsbaugh at 138 notched a 25-5 season and placed fifth in the state finals. In 1978 Don recorded a 20-5 mark. And Pat Vasquez at 126 posted a 22-8 season and placed sixth in the state meet. Mike Martinez was the sixth wrestler in the state meet. A junior, Mike wound up the season with a 19-7 record and a sixth-place finish in the state tournament.

Atencio, Sandoval and Capanna were named to the CS Gazette-Telegraph All-Area Class A-AA wrestling team, and also All-Region team.

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And the three others received honorable mention.

As a team, Whitt's grapplers had a 8-4-0 dual meet record. All loses were at the hands of the double A schools except Limon High School. The CSDB Bulldogs were second at D&B Invitational, third at Limon Invitational, second at Cheyenne Wells Invitational, fourth at Nederland Invitational, FIRST at District (12 teams), and tenth at State (40 teams).

Harold Koch of Mt. Airy is another fine deaf prep wrestling coach. Himself a top-notch grappler, Koch became the head mentor at PSD in 1977 and in three years he has produced six top-notch wrestlers. They were Tom Buckingham at 101 who boosted his personal record of 20-2 in 1977; Frank Imparo, a heavyweight, who compiled a sparkling 20-1 mark also in 1977; Eugene Miller, at 188, was 25-1 in 1978 and 24-0 in 1979; Alfred Estrada, at 155, was 24-2 in 1978; his younger brother, Mike Estrada, racked up a 22-2 record as a sophomore in 1979, at 141, and Peter McLaughlin at 168 finished his senior year also this year with a 21-3 mark including 17 pins.

And the Koch-coached team made it "four straight" in the Eastern deaf prep tournament, 1976 to 1979. The last meet was held at West Trenton, New Jersey,

home of Marie H. Katzenbach School for the Deaf on January 26-27, 1979. The most improved team for the tournament this year was the New Jersey school, as it took a surprising second place with the team showing their skills and team enthusiasm. Last year the New Jersey Colts finished in a dismal last place.

The champions of the Eastern Deaf Prep tournament were as follows:

101—Bradley Martin, Mt. Airy
108—Jose Rios, Lexington
115—Juan Lopez, American
122—John Teehan, American
129—Robert Green, Fanwood
135—Joe Claminvitti, Fanwood
141—Mike Estrada, Mt. Airy
148—Curtis Runk, Maryland
158—David Johnston, Maryland
170—Patrick Mulher, Maryland
188—Eugene Miller, Mt. Airy
HWT—Ralph Bulle, New Jersey

The Outstanding Wrestler Award went to Jose Rios of Lexington.

Team Score: Mt. Airy 174½; New Jersey 109½; Maryland 109, Fanwood 98, American 72½; Model 71½ and Lexington 62.

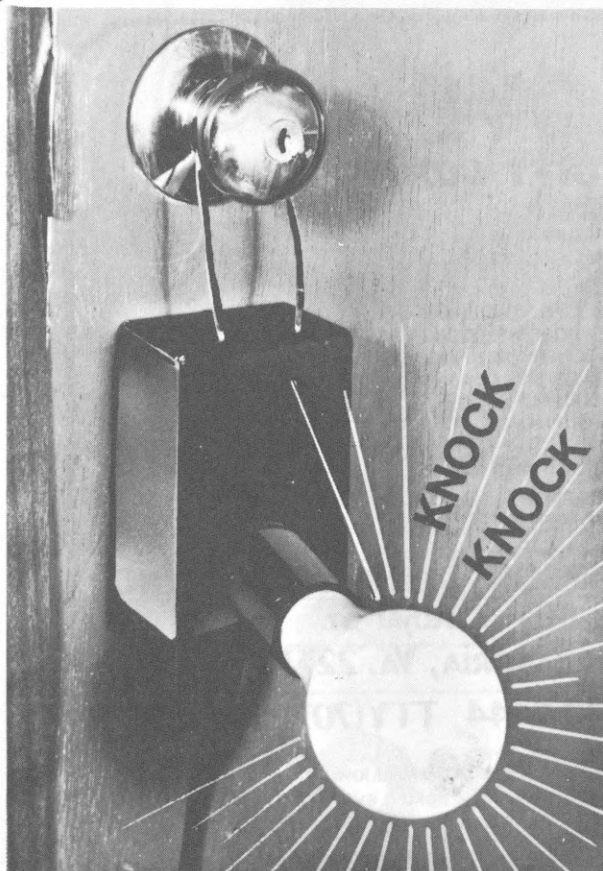
The Illinois school really has an All-American deaf prep wrestler in Bob Mansell. **He was again the only student**

participating in wrestling for ISD. He worked out with the Jacksonville High School team and wrestled with them, representing ISD, when they could get a match for him. This year Bob notched a 19-2 regular season record that included two championships at the invitational tournaments, the Springfield Freshman and Sophomore meet and the Jacksonville tournament. He wrestled in the 185-pound class until the state meets and most of his matches were against Class AA schools.

Bob was entered in the state meets where he won the Class A District at Petersburg in the 167 pound class and advanced to the Mt. Olive Sectional. At Mt. Olive he was runnerup, losing in the title match 4 to 3. This qualified him for the State finals in Champaign.

In Champaign Bob took his first match by a pin in 3:48 Friday and had to come back that night and wrestle the number one ranked boy in the state. In this match he was beaten 7 to 6 in a very good match. In the wrestle backs on Saturday, Bob again was defeated 3 to 2 in the final 50 seconds of the match. **Bob finished the year with a 24-5 record which is very good as he is only a sophomore.** Last year he posted a 20-3 mark.

Wisconsin deaf prep wrestlers ended a highly successful season with a 10-3



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dual meet record, a fourth place in the eight team Juda tournament, eighth place in the nine team Albany tournament, and were co-champions in the Indian Trails Conference. All of this was accomplished with a relatively young team that only had four seniors and boosted three freshmen, three sophomores, and five juniors. Naturally Head Coach Steve Werner has a lot to look forward to with a strong nucleus and some promising eighth graders moving up.

Leading the WSD Firebird matmen with the best record was 185-pound sophomore, Tom Schlotthauer who had an overall mark of 21-1 that included 17 pins. His only loss came by a tough decision in WIAA sub-regional action against a Class A opponent. Last year he wound up with a 15-2 record.

* * *

Lexington had a top-notch wrestler in Jose Pios who finished the year with a sparkling 23-3 record with 13 pins. He was first in his weight class at two invitational tournaments. As already mentioned, he was MVP in the Eastern deaf prep meet. **He also finished third out of 28 boys in his class in the New York State Private School Invitational Championships. And he was placed sixth in the National Private School Championships held at Lehigh University, where he and another Lexington boy were the only two deaf boys out of 450 wrestlers representing 87 schools.**

* * *

This and that on deaf prep wrestling: **Wayland Moon**, South Carolina heavyweight wrestler, placed second in the state Class A-AA meet . . . Coach Dean Swaim reported that his wrestling team this year was the smallest squad in his 19 years. Yet his team landed third place in the Bay Counties-North Central League tournament. **Berkeley's biggest win was 58-12 over Riverside . . . Tom Schlotthauer and Neil Miller of Wisconsin were conference champions . . .**

Eugene Miller of Mt. Airy was the only undefeated deaf prep wrestler this year. Last year he was 25-1, and this year he was unbeaten in 24 matches. He had a record of 42 straight wins over two years. He wrestled 188 this year and he recorded a big win when he defeated a previously undefeated (in 42 matches) wrestler from Wyoming Seminary School for the championship at Girard College Invitational Tournament. Last year Eugene was picked as the Deaf Prep Wrestler of the Year, and this year he again headed our Deaf Prep All-American Wrestling Team.



SIX PARTICIPANTS IN STATE CLASS A FINALS—The Colorado School for the Deaf wrestling team included the following who took part in the state Class A tourney, left to right: Assistant Coach Walter Von Feldt, Head Coach Al Whitt, Mike Atencio, Perry Capanna, Pat Vasquez, Mike Martinez, Don Alsbaugh and Wade Sandoval.

P.S.: The 4th National World Games for the Deaf Tryouts in Wrestling will take place at Kansas School for the Deaf, Olathe, June 26-27-28, 1980. It is likely around 100 top deaf wrestlers in the United States will participate in this trial meet that will determine wrestlers for the USA Wrestling Team for the next XIV World Games for the Deaf to be held at Cologne, West Germany, in 1981. The

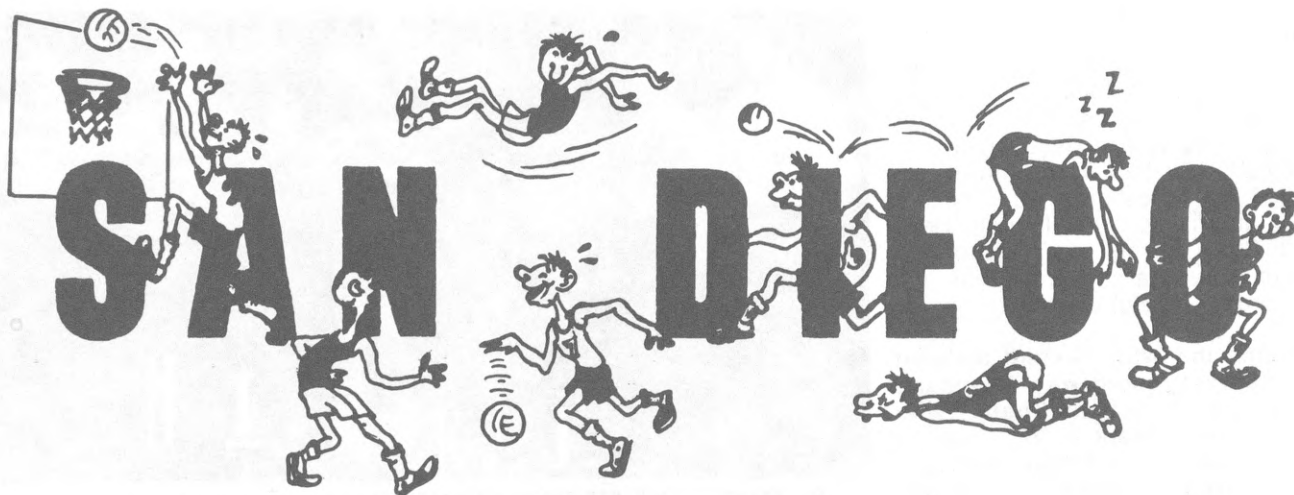
WGD trials are always held one year earlier in order to have sufficient time for individual fund raising.

Those interested in taking part in the tryouts are to contact Art Kruger, Chairman of United States Committee, World Games for the Deaf, AAAD, 2835-F Hilliard Road, Richmond, Virginia 23228.

1979 Deaf Prep All-American Wrestling Team

Weight	Name and School	Class	Record	Coach
98-101	Duane Miller, Iowa	Soph.	17-6-1	Richard Pike
105-108	Mike Atencio, Colorado	Sr.	28-2	Alonzo Whitt
	Jose Rios, Lexington	Jr.	23-3	Harry Groveman
112-115	Sherman Robinson, Iowa	Soph.	11-5	Richard Pike
	Juan Lopez, American	Soph.	7-3	Hugh Farquhar
119-122	Scott Saxon, Iowa	Soph.	22-4	Richard Pike
	Perry Capanna, Colorado	Sr.	22-4	Alonzo Whitt
	Randy Crissman, Florida	Soph.	12-2	Charles Crozier
126-129	Pat Vasquez, Colorado	Sr.	22-8	Alonzo Whitt
	Daryl Holmes, Iowa	Soph.	18-6-1	Richard Pike
132-135	Don Alsbaugh, Colorado	Sr.	25-5	Alonzo Whitt
	Darrett Holmes, Iowa	Soph.	16-8	Richard Pike
	Mike Martinez, Colorado	Jr.	19-7	Alonzo Whitt
138-141	Mike Estrada, Mt. Airy	Soph.	22-2	Harold Koch
	Allan Rankin, No. Carolina	Jr.	17-4	Ken Michaels
145-148	Curtis Runk, Maryland	Soph.	10-1-1	James Schartner
155-158	Wade Sandoval, Colorado	Sr.	27-4	Alonzo Whitt
	David Johnston, Maryland	Sr.	11-1-1	James Schartner
	Rick Mortenson, Iowa	Jr.	15-4-1	Richard Pike
	Dennis Apperson, North Carolina	Sr.	16-5	Ken Michaels
167-170	Bob Mansell, Illinois	Soph.	24-5	Jim Bonds
	Patrick Mulher, Maryland	Sr.	7-1	James Schartner
	Peter McLaughlin, Mt. Airy	Sr.	21-3	Harold Koch
185-188	Tom Schlotthauer, Wisconsin	Soph.	21-1	Steve Werner
	John Turner, Lexington	Sr.	16-3	Harry Groveman
	Eugene Miller, Mt. Airy	Sr.	24-0	Harold Koch
Heavy	Wayland Moon, South Carolina	Jr.	18-4	Bill Ramborger
	Ralph Bulle, New Jersey	Soph.	9-1	Larry Yenchik

Other wrestlers who had highly winning percentages were David Meredith (New Jersey, 158, Jr.), 13-1; Bob Blauvelt (New Jersey, 129, Jr.), 10-1; Ben Williams (South Carolina, 135, Frosh.), 14-5; Tim Blair (Berkeley, 165, Jr.), 11-2; Jeff Rademacher (Minnesota, 119, Jr.), 16-6; Jeff Schuerman (Minnesota, 126, Sr.), 15-9-1; Rick Bales (Kansas, HWT, Sr.), 14-8; Bryan Duerst (Wisconsin, 132, Jr.), 15-6; Neil Miller (Wisconsin, 126, Jr.), 14-8; Mike Bishop (Iowa, 105, Jr.), 17-7; LeRoy Green (Iowa, 132, Soph.), 15-9.



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Several events of far-reaching significance to deaf people have taken place the past several months. I was privileged to represent the NAD at the press conference in Washington, D.C., on March 23. Called by HEW Secretary Joseph Califano, it was the occasion of his announcement that closed captioning should be operating early in 1980. By the end of 1980, NBC, ABC and PBS should be airing approximately 20 hours a week of mostly prime-time captioning. Califano announced that Sears, Roebuck and Company would be selling the necessary equipment.

For years, the NAD has pushed for closed captioning, arguing that deaf people had the right to gain access to public information. In 1976, the NAD led the successful fight against the television networks to reserve Line 21 for closed captioning. The Department of Health, Education and Welfare financed research which led to practical technological applications making possible the concept of closed captioning.

On June 11, the Supreme Court of the United States rendered its decision in *Southeastern Community College vs. Davis*. In a unanimous decision, the Court held that Southeastern did not violate Section 504 of the Rehabilitation Act when it concluded that Frances B. Davis, who suffers from a severe disability, did not qualify for admission to its registered nursing program. In other words, an educational institution is not required under the law to lower or substantially modify its standards to accommodate a handicapped person.

There are two ways to look at the decision. One is to view it as limited to qualifying for professional schools offering clinical programs. It has clarified one point which was not clear—that schools and colleges need not accommodate a job-related handicap by modifying job-related requirements or functions. This view holds that all other aspects of Section 504 are intact.

The other view is that the decision practically does away with Section 504. The result may be that as a result, colleges and universities will be using this decision as a basis for becoming more restrictive in their policies of determining whether or not handicapped individuals are qualified to enter academic programs and meet technical requirements.

However the decision is viewed, it will be necessary for all Americans with disabilities to examine carefully their options and decide what action will need to be taken to persuade Congress to clarify its intents and purposes by amending Section 504 of the Rehabilitation Act. Being planned for sometime in October is a concerted plan coordinated by the American Coalition of Citizens with Disabilities to focus national attention on corrective action on the decision.

Your president has represented the National Association of the Deaf at quite a number of conferences, workshops and conventions throughout the country the past several months.

On March 7, 8 and 9, I participated in a national workshop in Washington, D.C. Sponsored by Tufts University, the workshop was an opportunity for representatives of various disability groups to review regulations on the independent living portions of the Amendments to the Vocational Rehabilitation Act of 1978. For the first time, the law provides for independent

living programs to be set up for disabled individuals.

On March 23, I flew from Washington, D.C., to Little Rock to join Charlotte Collums's committee on developing bylaws for the Senior NAD Section. In short order, the committee completed its number one assignment and proceeded to the identification of its priorities. One of them is a national conference to focus on the needs and problems of deaf senior citizens. The committee is made up of deaf individuals who have done outstanding work in developing programs for deaf senior citizens in their states. Additional information about the new section will be available in future issues of THE DEAF AMERICAN.

NTID hosted a conference on May 4, the purpose of which was to review the oral interpreting guidelines developed by the RID. Executive Director Fred Schreiber, Alan Hurwitz, Board Member from Region, and I represented the NAD at the conference. Representatives from RID and the Alexander Graham Bell Association also attended the conference. The new guidelines, once approved by the RID, will supplement the guidelines presently used by the RID in the evaluation and certification of interpreters.

I remained the next day to address the members of NTID Student Congress at its annual banquet and dance. Prior to the evening activities on May 4, I had the opportunity to visit various programs on NTID campus and meet and talk with many of NTID students. One cannot help being impressed with its remarkable facilities and the dedication of its faculty. What was truly a pleasure to me was to meet and talk with the students who had a genuine interest in the various issues facing deaf people and the affairs of NAD.

May the fifth found me in Phoenix, the site of this year's Arizona Association of the Deaf convention. Prior to my arrival, it had had a workshop and identified its priority needs and outlined its strategies for having them met. The convention did live up to its theme, "Silent—No More." I couldn't help sense the vitality and sense of purpose permeating throughout the convention. Leon Curtis of Tucson was re-elected president. He will be assisted during the next two years by Frank Amann, vice president; Sharon Rucker, secretary; Penny Posedly, treasurer; and Nancy Rarus, chairman of the AAD Board.

On May 18, I was at California State University at Northridge to receive the Daniel T. Cloud Leadership Award.

The next evening, I was a guest of Greater Los Angeles Association of the Deaf at its tenth anniversary deaf awareness dinner and dance at the Los Angeles Convention Center. It was a glittering event with an excellent entertainment program featuring deaf performers. The presence of Jane Fonda and Amy Irving added to the glamour of the evening. The occasion was a tribute to the dynamic growth of the Los Angeles deaf community as a political force in California.

On May 31, I was back in California, this time in San Francisco to attend a meeting of the Advisory Council on the University of California at San Francisco Center on Deafness. The Center formerly known as Mental Health Services of the Deaf is one of the RSA-sponsored research and training centers in the United States and one of two related to deafness. Headed by Dr. Hilde Schlesinger, the center is engaged in four main tasks: 1) directing mental health services to deaf people, their families and agencies serving the deaf; 2) research on deafness and mental health; 3) advanced training in the mental health aspects of work with the deaf and 4) technical assistance to programs across the country requesting information and consultation in the area of deafness and mental health. Mental health services have been identified as

a priority need in many states. With the appropriate means, the Center can become a valuable resource in assisting states to develop and improve their capability in delivering high quality mental health services to deaf people.

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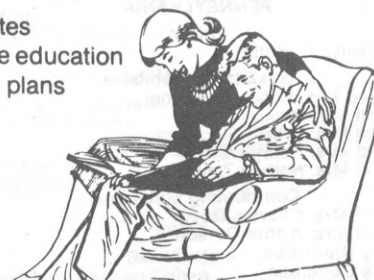
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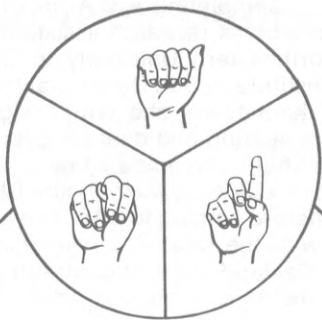
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COMMUNICATIVE SKILLS PROGRAM

National Consortium Of Programs For The Training Of Sign Language Instructors

We are pleased to announce the selection of the following programs for membership in the National Consortium of Programs for the Training of Sign Language Instructors (NCPTSLI):

- Region I: Northeastern University (Massachusetts)
- Region II: New York University
- Region III: Gallaudet College
- Region IV: University of Tennessee
- Region V: St. Paul Technical Vocational Institute
- Region VI: East Central University (Oklahoma)
- Region VII: Johnson County Community College (Kansas)
- Region VIII: Community College of Denver
- Region IX: California State University, Northridge
- Region X: Oregon College of Education

These programs have been invited to serve as regional resource centers for matters concerning sign language instructor training. Full-fledged training programs will not start until the summer of 1980. Up to that time, the main function of these programs will be groundwork, preparation of new courses, getting curriculum accepted and going through the traditional red tape.

For more information or answers to questions, please contact us at CSP.

National Symposium On Sign Language Research And Teaching III

The second meeting of the NSSLRT Planning Committee was held in the NAD Home Office on July 7-8, 1979. Specific details revealed after this meeting included date and time. The next Symposium will be held at the Boston Park Plaza Hotel, October 26-30, 1980. The theme, "Teaching ASL as a Second Language," will be developed under five sections: Language and Culture, Curriculum, Methods, Materials and Evaluation.

NAD Fees (Annual)

Individual Membership \$15.00*
Husband-Wife Membership 25.00*
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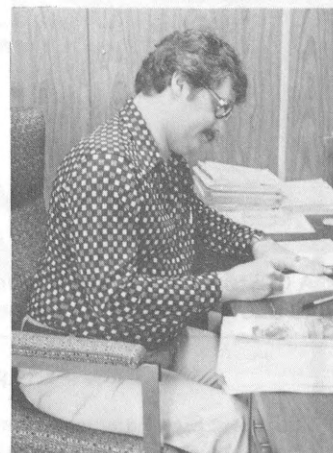
DEAF AMERICAN subscription, \$6.00 per year or \$11.00 for two years. Send remittance to the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

Representatives to the Planning Committee are: NAD/CSP: Mel Carter, Ella Lentz, Sandy Trybus; CSUN: Larry Fleischer; GALLAUDET: Charlotte Baker, Mervin Garretson, Mike Kemp, Raymond Trybus; NTID: Frank Caccamise, Paul Menkis; NORTHEASTERN UNIVERSITY: Robbin Battison, Harlan Lane, Marie Philip; SALK INSTITUTE: Ursula Bellugi, Carol Padden.

More information will follow in several months in the form of advertisements and brochures.

Introducing The CSP Staff

S. MELVIN CARTER, JR.
"Mel"
C.S.P. Director,
NCPTSLI Project Director



A native of Virginia, Mel graduated from the Virginia School for the Deaf, then from Gallaudet College in 1967, majoring in Sociology. Later, he got his master's in Education Administration from CSUN's Leadership Training Program. His work experience includes teaching at the Minnesota School for the Deaf in Faribault, being a principal at the Central North Carolina School for the Deaf which is now located in Greensboro, North Carolina, and training interpreters as a Coordinator for the National Interpreter Training Consortium Center at the California State University, Northridge. In addition to his many and varied responsibilities in the CSP office, he is working on his Ed.D. from Brigham Young University in Utah. His dissertation focuses on developing ASL Proficiency Interview. His special talent is emceeing at banquets and conventions, turning the events into gala affairs. And his special weakness is sneaking a trip to the Coke machine and coming back with a grape soda and two bars of Zagnuts candy.

SANDRA N. TRYBUS
"Sandy"

**C.S.P. Administrative Assistant,
NSSLRT Executive Secretary**



The only "tenured" staff member of CSP (here for more than one year), Sandy was formerly the SIGN Membership Coordinator. She came from a background in the Deep South, growing up in Shreveport, Louisiana, and graduating from St. Louis University with a major in History and a minor in Education. Her previous work experience includes teaching in elementary schools and working in the social service division of hospitals before becoming the mother of two children, David and Nicole. Her husband, Raymond, is the director of the Research Institute at Gallaudet College. Her special service to the world is giving gold stars to smokers who don't touch a cigarette for a whole week!



ELLA MAE LENTZ
"Ella"

**NCPTSLI Project Coordinator,
Assistant Director of CSP**

A Californian by birth and love, Ella went to Gallaudet College after graduation from the California School for the Deaf

in Berkeley. Completing a B.A. in Drama and English, she went on to jobs as research assistant in the sign linguistics labs at Northeastern University in Boston, Massachusetts, and Salk Institute in San Diego, California. Returning to Berkeley, her hometown, she taught sign language skills and structure to hearing and deaf people, as well as to dogs and gorillas (ha! ha!). She made a few appearances on TV in NOVA's *Across the Silence Barrier*, and DEAF Media's *Rainbow's End*. Just before coming to NAD, she had a job as Community Educator with the Deaf Counseling, Advocacy and Referral Agency in Oakland. An avid contributor to the M & M's candy business, she'd drive miles to get a tiny bag.

PAMELA M. SHANAHAN
"Pam"

**SIGN Membership Coordinator,
NCPTSLI Project Secretary**



Pam, a Maryland native, came to the NAD in March, leaving her position in a biomedical research laboratory, in search of an on-the-job opportunity to learn sign language. Recently, Pam earned gold stars from our anti-smoker, Sandy, for completing four weeks without a cigarette. Congratulations!

Position Announcement

Position: Sign Language Coordinator/Instructor

Minimum Qualifications: Native user of American Sign Language; sign language teaching experience in a college setting and Master's degree in Linguistic, Education or Rehabilitation Counseling preferred. Willingness to be certified by S.I.G.N. within the first year of employment.

Duties and Responsibilities: The sign language coordinator is responsible for: scheduling all sign language classes in connection with teacher, interpreter and counselor preparation programs offered by the Oregon College of Education; developing and updating course outlines for all sign language classes; developing media to be used in sign language instruction; upgrading skills of sign language instructional staff; developing evaluation, competency criteria and assessment tools to be used in the sign language program; teaching advanced sign language classes; following all college policies with regard to deadlines, activities, workload and professional demeanor; and other responsibilities as may be assigned.

Starting Date: Pending grant award

Application Procedures: Submit letter of intent and resume to:

John J Freeburg, Director
Regional Resource Center on Deafness
Maaske Hall
Oregon College of Education
Monmouth, OR 97361
Phone: (503) 838-1220, ext. 444
TTY: (503) 838-5115

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New Jersey Begins Interpreter Training Program

New Jersey Labor and Industry Commissioner John J. Horn on July 6, 1979, announced the Department has intensified its support for the Interpreter Training Program as part of a commitment to services for deaf citizens of New Jersey. The department's Division of the Deaf was instrumental in developing, with the Office of Community Colleges of the Department of Higher Education, the Interpreter Training Program which is to begin operations in September at Union College in Cranford.

The program at Union College was approved last month by the State Board of Higher Education following statements of support by Joan H. Wiskowski, Assistant Commissioner for Human Resources, Department of Labor and Industry, and Betty Broecker, Director of the Division of the Deaf.

The two-year training program includes courses in all phases of interpreting, coupled with Human Service courses. The Division of the Deaf, through its Interpreter Referral Service, has reported an increasing demand for those services, having coordinated a total of 3,538 hours of interpreting for the deaf in the past 11 months.

The Division recently opened a Community Service Center for the deaf at Union College. The Center's telephone number is (201) 272-3540.

* * *

Following is the Administrative Order issued July 9, 1979, establishing the Division for the Deaf as issued by John J. Horn, Commissioner, New Jersey Department of Labor and Industry:

I. ESTABLISHMENT OF THE DIVISION OF THE DEAF:

Establishment of the Division of the Deaf is hereby confirmed. The Division is administered by a Director who reports to the Assistant Commissioner for Human Resources. The Director is responsible for administering and coordinating all programs related to the Division of the Deaf.

II. PERSONNEL:

The staffing composition of the Division is established by the recommendations of the Director and the approval of the Department of Labor and Industry, subject to the provisions of the Civil Service system.

III. FUNCTIONS:

The following functions are responsibilities of the Division of the Deaf:

1. Collect and tabulate statistics pertaining to the deaf.
2. Identify what trades or occupations are most suitable for deaf individuals.

3. Arrange for statewide vocational training or retraining when necessary.

4. Endeavor to create new fields of employment for deaf individuals.

5. Assist in the placement of deaf individuals in various lines of employment.

6. Both cause investigations and file complaints on behalf of deaf individuals with the Division of Civil Rights concerning the legal rights of and possible discrimination against the deaf individuals.

7. Assist deaf persons in any subsequent proceedings of investigations and/or complaints.

8. Be concerned with the general welfare of all the deaf within the state.

9. Develop field contacts to increase the employability of deaf persons and seek the cooperation of state departments, offices and state agencies and local government bodies to assist the deaf.

10. Make reports and recommendations to superiors concerning the needs of deaf individuals and related matters.

11. The Director will prepare an annual report for the Commissioner to be

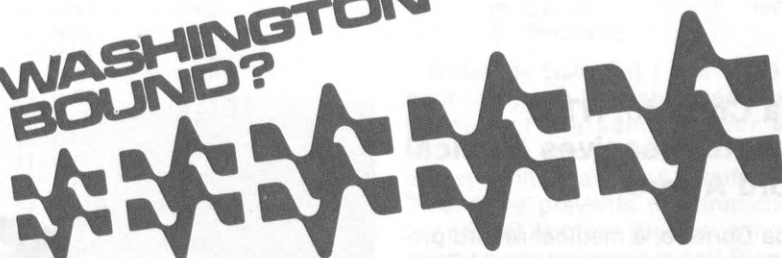
presented to the Legislature concerning a review of the status of services to the deaf and recommend priorities for the development and coordination of such services. The report shall indicate an evaluation of the achievements resulting from recommendations made in the preceding annual report and a statement of the Division's goals for the next year and the programs planned to achieve them.

12. As specified in the legislative mandate, maintains an Advisory Council consisting of 14 members, seven appointed by the Governor, and seven representing the following:

Department of Education
Department of Higher Education
Department of Health
Department of Human Services
Division of Vocational Rehabilitation
Division of Human Resources in the Department of Community Affairs
Marie H. Katzenbach School for the Deaf

The legislative mandate also specifies that of the seven members appointed by the Governor, five are to be deaf citizens.

WASHINGTON BOUND?



If you are traveling to our nation's capital, plan to visit **THE LOOK OF SOUND** — a multi-media, walk-through exhibit on deafness and the work of Gallaudet College. **THE LOOK OF SOUND** is open Mondays through Fridays from 9:00 a.m. to 4:00 p.m. Additional tours can be arranged for persons with special interests. Groups wishing to visit **THE LOOK OF SOUND** should make reservations in advance. Phone (202) 447-0741 or TTY (202) 447-0480 or write the Visitors Coordinator, **THE LOOK OF SOUND**, Gallaudet College, Washington, D.C. 20002.

SEE THE LOOK OF SOUND!

Gallaudet College

Resolution American Sign Language

WHEREAS, languages approved during the 1978-1979 Bilingual Education Fellowship Program included Arabic, Blackfoot, Cantonese, Cherokee, Chinese, Choctaw, Creek, Filipino, French, Greek, Hopi, Italian, Japanese, Kowa, Korean, Navajo, Northern Cheyenne, Portugese, Russian, Seminole, Spanish, Tagalong, Thai, and Vietnamese, and

WHEREAS, it has been reported that American Sign Language (ASL) is one of the most widely used languages in the United States after English and Spanish, and

WHEREAS, ASL continues to be omitted from the current listing of the 68 languages officially recognized within the Bilingual Education Act, and

WHEREAS, recent and ongoing studies in linguistics ascertain that ASL carries unique phonological (cherematic), semantic, morphological, and transformational rules which make it a distinctive language apart from English, thus qualifying under the requirements of the Bilingual Education Act, including the requirement to meet the "special education needs of children who have limited English-speaking ability," and whereas ASL functions as the dominant language of many deaf persons in a bilingual cultural context, and

WHEREAS, approximately 54,000 deaf children are now attending elementary and secondary education programs in this country, and an additional 6,000 deaf students are pursuing study in postsecondary programs, most of whom encounter difficulties with the English language and require a supportive bilingual approach, and whereas, a 1978 petition to recognize ASL has not been approved,

WHEREAS, the Constitution and the Congress of the United States government are committed to equal opportunities for all American citizens, including those who are deaf, to acquire necessary cognition and affection through whatever educational and cultural settings may be relevant, therefore,

At the second annual National Symposium on Sign Language Research and Teaching sponsored by the National Association of the Deaf, Gallaudet College, the Salk Institute of the University of California at San Diego, the Center of Deafness and the Department of Special Education at California State University, Northridge, with 350 representatives meeting in San Diego, California, October 15-19, 1978, in convocation assembled, formally

RESOLVED that the Symposium appeal to the United States Office of Education to reconsider and to approve inclusion of American Sign Language on the Bilingual Education Act list of official languages.



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Linda Corrado, NTID Graduate, Receives Medical Record Award

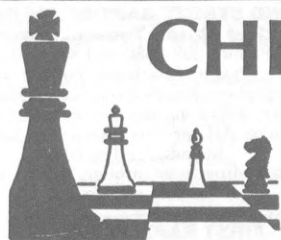
Linda Corrado, a medical record program graduate from the National Technical Institute for the Deaf (NTID) in Rochester, New York, has received the Scholarship Award from the Medical Record Association of New York State.

The award recognizes Linda's academic achievement on her 3.84 grade point average, community activity as a volunteer worker with the First Bible Baptist Church of Greece, New York, and planned employment in the medical record field following graduation. She is a graduate of the Little Falls High School, Little Falls, New York and lives in Henrietta, a suburb of Rochester. The MRANYS Scholarship Award is the first of its kind given to an NTID deaf student.

Currently, Linda is employed as a data abstract coordinator in the medical records department of the Highland Hospital, Rochester.



Mrs. Linda Corrado, (left), newly graduated from the National Technical Institute for the Deaf at Rochester Institute of Technology, reviews her new job as a data abstract coordinator at Highland Hospital, with her supervisor, Mrs. Sharon Insero, medical records director. Mrs. Corrado has received the Scholarship Award from the Medical Record Association of New York State—the first of its kind given to an NTID deaf student.



CHECKMATE!

by
"Loco" Ladner

We have received results of two regional tournaments sponsored by the NAD Committee on Silent Chess and other organizations: Peter Hershon of Marblehead, Massachusetts, arranged the New England Regional Tournament on April 29, 1979, at D.E.A.F. Inc., with nine participants. We understand that the Massachusetts State Association of the Deaf and the newly formed New England Chess Club for the Deaf coordinated in sponsoring this tournament.

Peter Hershon took top honors with six wins and no losses, followed by Anton Phensick with five wins and one loss. The tournament lasted eight hours and chess clocks were used. Peter had tried for three years to arrange a tournament and thus deserves a hand for his persistence and final success.

Russell Chauvenet set up the Mid-Atlantic Regional Tournament at Galaudet College on June 9, 1979. Russ took first with four wins and no losses. Other players were Mike Bienenstock (3-1); Ed Shipley (2-2); James Hale, Sam McCarthy and Henry Buzzard, each with one win and three losses. Cash prizes were awarded. Here is the game won by Russ over the runnerup:

White: Bienenstock	Black: Chauvenet
1. P-K4	P-QB4
2. N-KB3	P-K3
3. P-Q4	PxP
4. NxP	N-KB3
5. N-QB3	N-B3
6. NxN	NPxN
7. B-KN5	P-KR3
8. B-R4	Q-R4
9. BxN	NPxN
10. P-QR3 ?	R-QN1
11. Q-B1 (a)	P-KB4 (b)
12. P-QN4	Q-K4
13. N-K2 (c)	PxP
14. R-QN1	B-KN2
15. Q-K3	P-QR4
16. N-N3	P-KB4
17. R-N3 ??	P-B5
18. QxKP	PxN
19. QxQ	PxP ch
20. KxP	BxQ (d)

- Comments by Russ: (a) At least White sees that 11. R-N1 is answered by 11... RxP; 12. RxR, QxN ch. But the Queen is not happy here and P-QN4 might as well have been played at once. (b) Looking to clear the long black diagonal for Black's KB. (c) Giving up the pawn in order to avoid more serious loss of material. (d) White has lost a piece without compensation and it's all over although White didn't resign until move 36. (Note by the Editor: A possible alternate for 17. R-N3 might be N-R5 but we have not deeply analyzed it.)

- Future Tournaments: The Far West Regional Tournament will be held in Oakland on September 1-2 with joint sponsorship by our NAD Chess Committee and the East Bay Chapter Convention Committee for the CAD Convention. This tournament has been a tradition for almost 25 years. Emil Ladner and Einer Rosenkjar will direct it.
- Dr. Robert Donoghue and H. Wallace Jones will arrange for the Mid-West Regional Tournament in Chicago on October 6-7 at the Chicago Club for the Deaf. The NAD Chess Committee will donate a trophy as it did for the other regional tournaments.
- Winners and runnersup of all these tournaments, with others who are proven skilled players but not able to enter any tournament, will be eligible for the National Tournament sometime in the spring of 1980—tentatively at St. Louis at the CID, March 29–April 6.

One of the best ways to improve one's game is to enter local USCF rated tournaments. Recently we entered one held at the University of California and emerged with a 3-1 score for second place. We played in the "C" rated section. We managed to defeat several players rated above us as in this game:

White: Bill Pollock (1500)

1. P-Q4	P-Q4
2. P-QB4	P-K3
3. N-QB3	N-KB3
4. B-N5	B-K2
5. N-B3	O-O
6. P-K3	N-Q2
7. R-B1	P-QR3
8. B-Q3	PxP
9. BxP	P-N4
10. B-N3	B-N2
11. O-O	P-R3
12. B-R4	R-B1
13. P-QR4	P-B3
14. Q-Q3	N-B4
15. Q-Q1	NxB
16. QxN	P-N5
17. N-K2	P-QR4
18. KR-Q1	N-Q4
19. B-N3	Q-N3
20. R-B2	P-QB4

Black: Emil Ladner (1307)

21. N-K5	Q-R3
22. R/1-QB1	N-B3
23. N-Q3 ? (a)	B-Q4
24. R-B4	BxR
25. QxB	QxQ
26. RxQ	PxP
27. RxP	R-B7
28. N/2-B4	KR-B1
29. P-R3	B-B4
30. NxB	R/7 xN
31. R-Q6	R/4-B3
32. R-Q4	R-B7
33. N-Q3	N-Q4
34. B-Q6	R/7-B5
35. B-K5	P-B3
36. RxR	RxR
37. B-Q4	P-K4
38. B-R7	P-N6
39. P-N3	RxP

40. N-B1	R-N5
41. P-K4	N-B2
42. N-Q3	R-N2
43. B-B5	P-R5
44. K-B1	N-K3
45. B-K3	P-R6
46. P-R4	P-R7
47. Resigns (b)	

Notes by the Editor: (a) The first break of the game. White needed to notice that his Queen was boxed in and to prevent B-Q4, perhaps by NQ-B4 or to move Q-R2. (b) Black will queen his pawn.

Dale Nichols won the following game in the third round of a U.S.C.F. rated tournament on January 14, 1978. He played very well to defeat Minnis who had drawn with the winner of the tournament:

White: Minnis

Black: Nichols

1. P-K4	P-QB4 (a)
2. N-KB3	N-QB3
3. P-Q4	PxP
4. NxP	P-Q3
5. N-QB3	N-B3
6. B-KN5 (b)	P-K3
7. B-K2	B-K2
8. Q-Q2	O-O
9. O-O-O	P-QR3
10. P-KR4	P-R3
11. B-K3	P-K4 (c)
12. N-N3	B-K3
13. P-B3 (d)	BxN
14. RPxB	Q-R4
15. K-N1	N-QN5
16. P-N4	KR-B1 (e)
17. P-N5	N-R4
18. KR-N1 (f)	PxP
19. BxP	N-B5 (g)
20. BxN (h)	PxB
21. B-B4 (i)	B-B3
22. QxBP (j)	BxN (k)
23. QxP ch	K-R1
24. Resigns (1)	

Notes by Dale: (a) I feel more confident using the Sicilian Defense against players of the same caliber as myself—also it opens for attacks and shows White that Black is out to win. (b) This move prevents the fianchetto of my KB. (c) Another Black pawn move to keep an enemy piece out of Black's territory. (d) Perhaps better was 13. N-Q5. (e) QR-B1 was better but no matter. (f) Maybe better is QR-N1. (g) This move took more than 15 minutes. (h) Removing the pesky Knight. If 20. BxB there follows 20... RxN; 21. QxR (if 21. PxR, Q-R7 ch and mate next move) NxB; 22. Q-K3, NxR; (Dale overlooked a mate at R7—Ed.) (i) Preventing... RxN, but Black has another piece which will do the job for the Rook. (j) White thinks the blockade of his Bishop has freed the Queen's protection of the Knight and that BxN cannot be possible. (k) At long last the only defender is kicked out of bounds! (l) White apparently overlooked that the Black Queen guards KR4, preventing mate. So White resigns for Black mates soon.

Well played, Dale, and thanks for sending us the game.—Editor.

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and

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EPHPHATHA EPISCOPAL CHURCH OF THE DEAF

St. Mark's & St. John's Episcopal Church
1245 Culver Road (South of Empire Blvd.)
Rochester, New York 14609
Services 9 a.m. every Sunday
Contact: The Rev. Alvin Burnworth
Voice or TTY 315-247-1436

Lutheran

OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the Lutheran School for the Deaf
6861 E. Nevada, Detroit, Mich. 48234
Worship at 10:30 every Sunday
(9:00 a.m., June, July, August)
Rev. Clark R. Bailey, Pastor
Phone (313) 751-5823

When in Minneapolis, welcome to...

BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF

2901 38th Avenue South
Minneapolis, Minnesota 55406
Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at...

EMMANUEL LUTHERAN CHURCH
2822 E. Floradora, Fresno, Calif. 93703

S. S. Class for Deaf Children, 9:15 a.m.;
Every Sunday; Bible Class, 9:15 a.m.; Worship Service, 10:30 a.m. (interpreted).
Stanley Quebe, pastor; Clarence Eisberg, associate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit
ST. MARK LUTHERAN CHURCH OF THE DEAF

421 W. 145 St., N.Y., N.Y. 10031
Sun. worship 2 p.m.—June-Aug. 1 p.m.
Bible Class and Sunday School 3:30 p.m.
Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

Visiting New York "Fun" City?
**ST. MATTHEW LUTHERAN CHURCH
OF THE DEAF**
41-01 75th St., Elmhurst (Queens), N.Y. 11373

11:00 a.m. Sunday Worship (10:00 a.m. June-July-August)
Rev. Frederick Anson, Pastor
212-335-8141 or 516-248-2357 Voice or TTY
1 block from IND-74th St./Roosevelt Ave.
and IRT-74th St. Subways

In Indianapolis it's...

PEACE LUTHERAN CHURCH FOR THE DEAF
4201 North College Avenue
Indianapolis, Indiana 46205
Worship with Us every Sunday at 10:30 A.M.
Total Communication Services.
Pastor Marlow J. Olson
TTY & Voice (317) 283-2623

Welcome to...

HOPE LUTHERAN CHURCH OF THE DEAF
4936 N.E. Skidmore, Portland, OR. 97218
Worship every Sunday at 9:30 a.m.
One block north of Stark on 47th
503-256-9598, Voice or TTY
Rev. Shirrel Petzoldt, Pastor

Welcome to...

**PILGRIM LUTHERAN CHURCH
OF THE DEAF**
3801 Gillham Road, Kansas City, Mo. 64114
Worship every Sunday, 11:00 a.m.
Walter Uhlig, pastor, Phone 561-9030

You are welcome to worship at...
**HOLY CROSS LUTHERAN CHURCH
FOR THE DEAF**

101 N. Beaumont, St. Louis, Mo. 63103
Just west of Rodeway Inn, Jefferson Ave.
Worship every Sunday, 10:30 a.m.
TTY (314) 725-8349
Rev. Martin A. Hewitt, pastor

**PRINCE OF PEACE LUTHERAN CHURCH
FOR THE DEAF**
205 N. Otis, St. Paul, Minn.
Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
Rev. Wm. Lange, pastor
TTY 644-2365, 644-9804
Home 724-4097

When in Central Texas, be sure to visit at...

JESUS LUTHERAN CHURCH FOR THE DEAF
1307 Newton Ave., Austin, TX 78704
Worship every Sunday at 10:30 a.m.; Sunday School
during school year at 9:30 a.m.
Rev. Richard Reinap, Pastor
TTY and voice (512) 422-1715; home TTY and voice
(512) 441-1636.
Just across the street from TSD.

**ROGATE LUTHERAN CHURCH
OF THE DEAF**

2447 East Bay Drive, Clearwater, Florida
(Between Belcher and Highway 19)
A church of the deaf, by the deaf, for the deaf. Our
services are conducted in sign language by the
pastors. Services 1st Sunday, 2:00 p.m.; 3rd Sunday,
7:00 p.m. TTY and Voice—531-2761.
Rev. Frank Wagenknecht, pastor; Rev. Gary
Bomberger, associate

DEAF ZION LUTHERAN CHURCH
15000 N.W. 27th Ave., Miami, Florida 33504
Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

Every Sunday:
Bible Class 10:00 A.M.
Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

In North New Jersey meet friends at
**ST. MATTHEW'S LUTHERAN
CHURCH FOR THE DEAF**
510 Parker St. at Ballantine Pkwy.
Newark, N.J. 07104
(Bus No. 27 to B. Pkwy., 3 bl. West)
Sundays, 10 a.m.; Thursdays, 8 p.m.
Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

**ST. PAUL'S MISSION FOR THE DEAF
OF GREATER HARTFORD**

679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fellowship
Guild, 4th Thursday at 7:00 p.m.

ST. GEORGE'S MISSION FOR THE DEAF
74 Federal St., New London, Conn.
Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF
1882 Post Rd., Darien, Conn.

Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
Episcopal Missions for the Deaf of Conn.
23 Thomson Rd., West Hartford, Ct. 06107
TTY (and voice) (203) 561-1144

DEAF MISSIONARY CHURCH

3520 John Street (Between Texas and
Norvella Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
THE DEAF HEAR (Nationwide)
Bible Study and Prayer—Wednesday 7:30 p.m.

**CHRIST'S CHURCH OF THE DEAF
(Non-Denominational)**

Meets in First Christian Church building
each Sunday.

**Scott and Mynster Streets
Council Bluffs, Iowa**

Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

RELIGIOUS EDUCATION OFFICE

430 N. Center St., Joliet, Ill. 69435
Contact: Deacon Jim Monahan,
TTY 815-727-6411

All in Joliet area welcome to signed Mass Service at
10:45 a.m., 3rd Sunday, September through June.

When in Allentown, Pa., welcome to
LEHIGH VALLEY CHURCH FOR THE DEAF
121 South 8th St., Allentown, Pa. 18101
Services held every fourth Sunday of the month ex-
cept July and August at 3:00 p.m.

An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

**METROPOLITAN COMMUNITY CHURCH
OF LOS ANGELES**

1050 S. Hill St., Los Angeles, Calif. 90015
Sunday worship services,
11:00 a.m. and 7:30 p.m., signed.

Interdenominational
SALEM DEAF FELLOWSHIP

Meets in THE CHAPEL rented from the First Free
Methodist Church, 4455 Silverton Road (enter off
45th).

Salem, Oregon 97303

Pastor William M. Erickson, Director
Voice/MCM (503) 581-1874
Sunday School 9:45 a.m.; worship 11:00 a.m. We are
a cooperative ministry for the deaf by the churches
of Salem. We welcome you to study, worship and
fellowship with us.

AMERICAN MISSIONS TO THE DEAF, INC.
Rev. C. Ray Roush, Chairman
P.O. Box 424, State Line, Pa. 17263
TTY 717-597-8800

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sion Board—for and by the deaf. Deaf Evangelists
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Gospel magazine, "Hearing Hearts." Overhead
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**METROPOLITAN COMMUNITY CHURCH
OF NEW YORK**

201 W. 13th St. (at 7th Ave.)
New York, N.Y. 10001
212-242-1212

Sunday worship services at
Duane Methodist Church, 13th and
Seventh Ave., 7:00 p.m. signed.
Everyone is, naturally, welcome.

United Methodist

**CAMERON UNITED METHODIST CHURCH
OF THE DEAF**

1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00
Rev. Tom Williams, minister
A place of worship and a place of service.
All are welcome.

**FOREST PARK UNITED METHODIST
CHURCH**

2100 Kentucky Ave., Fort Wayne, Ind. 46805
Sunday School, 9:30 a.m.; church service, 11:00 a.m.
Tuesday evenings, captioned movies
Pastor Edward Vaught
484-6696 (TTY and voice)

When in Metropolitan Washington, D.C.,
worship at

**WASHINGTON UNITED METHODIST
CHURCH FOR THE DEAF**

7001 New Hampshire Ave., Takoma Park, Md.
Worship Service in the Fireside Room
at 10:30 a.m.
Sunday School for hearing children
Captioned Movies every first Sunday
at 11:45 a.m.
Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF
657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning worship,
11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

When in the Pacific paradise, visit
HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa Street, Honolulu, Hawaii
96815

Sunday School 9:15 a.m.; Worship 10:30 a.m. Wed.
Bible Study and Fri. Fellowship 7:00 p.m. Children's
weekday religious education classes
Rev. David Schiewek, pastor
For information call 732-0120

When in Atlanta, Ga., welcome to
**CRUSSELLE-FREEMAN CHURCH
OF THE DEAF**

(Non-Denominational)
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Sunday School 9:45 a.m.—Worship 11:00 a.m. and
7:00 p.m.

Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckleba, pastor
Free Captioned Movie, 7:00, third Friday

CLUB DIRECTORY

AKRON CLUB OF THE DEAF 1467 East Market St., Akron, Ohio 44305

"A friendly place to congregate"
Open Tues. & Thurs., 6 p.m.-11:30 p.m.; Fri., 6 p.m.-11:30 p.m.; Sat., 6 p.m.-1:30 a.m.; Sun., 6 p.m.-11:30 p.m.

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GATEWAY TO THE SOUTH
ATLANTA CLUB OF THE DEAF, INC.
760 Edgewood Ave., N.E.
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Open Every Friday and Saturday Night

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1545 Julian St., Denver, Colo. 80204
Open Saturday evenings

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Come to visit our new club when you are
in Detroit. Open Friday evening,
Saturday and Sunday

GREATER INDIANAPOLIS DEAF CLUB
1917 E. 46th St. Indianapolis, Ind. 46205
Open Wednesday, Friday and Saturday
evenings
Wayne Walters, president

In Hawaii, it's Aloha (welcome) from . . .
HAWAII CLUB FOR THE DEAF
American Legion Auxiliary Hall
612 McCully Street, Honolulu, Hawaii 96814
2nd Saturday of each month, 7:30 p.m.
Address all mail to:
Mrs. Norma L. Williams, secretary
727 Palani Avenue, Apt. No. 6
Honolulu, Hawaii 96816

When in Houston, you are welcome
to the
**HOUSTON ASSOCIATION OF THE
DEAF, INC.**
606 Boundary St., Houston, Texas 77009
Open Friday and Saturday evenings

LEHIGH ASSOCIATION OF THE DEAF
121 S. 8th St., Allentown, Pa. 18101
Open Friday and Saturday evenings
TTY 215-432-7133
Nelson C. Boyer, secretary

When in New Hampshire, come to the . . .
MANCHESTER DEAF CLUB, INC.
126 Lowell St., Manchester, N.H.
Open every second and fourth Saturday of
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Meets the third Thursday at 7:00 p.m. at the Seton
Center, 921 W. State Street, Rockford, Illinois
Mailing address: 405 Robert Ave., Rockford, Il.
61107

**METROPOLITAN WASHINGTON
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3210-A Rhode Island
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Open Friday, Saturday and
Sunday evenings.
When in the Nation's Capital,
come and see us.

When in Oklahoma City, the OKIES
welcome you to

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OF THE DEAF**
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Open every Friday and Saturday night.

When in Orlando, please come to the . . .
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The Greatest and Oldest Club of the Deaf
in the Pacific Northwest.
Everyone Heartily Welcome.
Open Saturdays.
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Open Friday and Saturday nights.
Sometimes Sunday.
Business meeting on 2nd Friday of month.

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4255 56th Ave. N., St. Petersburg, FL.
Largest club for the deaf on Florida's West Coast.
Why not visit us? You will like us. Socials every 1st
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5011 Nebraska Ave., Tampa, Florida 33603
Open every 2nd Friday night.

LADIES SUNSHINE CIRCLE OF THE DEAF
(Since 1914)

Meets at 1223 S. Vermont Ave., Los Angeles,
Calif. 90006.
Third Thursday of each month, 10:00 a.m.
Augusta Lorenz, corresponding secretary
7812 Borson St., Downey, Calif. 90242

**THE CHARLES THOMPSON
MEMORIAL HALL**
1824 Marshall Ave., St. Paul, Minn. 55104
The nation's finest social club for the deaf
Established 1916

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Welcome to
**Community Hall, 4851 S. Tacoma Way
Tacoma, Washington**
Every 4th week of month. Social every other month
from February. Meetings every other month from
January.

Dorothy Hopey, Secretary

When in York, Pa., welcome to
**THE YORK ASSOCIATION OF
THE DEAF, INC.**
208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays
of month.
Business meeting on 2nd Friday of month
Samuel D. Shultz, Secretary

UNION LEAGUE OF THE DEAF, INC.
Hotel Edison, 226 W. 47th St.

New York, N.Y. 10036
Open noon to midnight
Thurs., Fri., Sat., Sun., holidays
Irving Alpert, president
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"OUR WAY"

To strengthen Jewish education and
observance amongst the Jewish deaf
National Conference of Synagogue Youth
116 E. 27th St., New York, N.Y. 10016

MIAMI ASSOCIATION OF THE DEAF
2136A N.E. 2nd Street, North Miami, Fla.
33162

Open first and third Saturday of
every month
Secretary: Eleanor Struble

National Congress of Jewish Deaf

Alvin Klugman, President
3023 Oakhurst Avenue
Los Angeles, California 90034

Kenneth Rothschild, Secretary-Treasurer
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Sloatsburg, New York 10974

Alexander Fleischman, Executive Director
9102 Edmonston Court
Greenbelt, Maryland 20770

1980 NCJD CONVENTION
Granit Hotel & Country Club, Kerhonkson,
New York
August 17-24

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188 
198 
cincinnati
June 29-July 5
National Association Of The Deaf

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Centennial Convention

NAD 1980 Convention, Centennial Celebration, World Federation of the Deaf Meeting, Workshops-Short courses for Professional & Non-Professional, Miss Deaf America Pageant, Youth Programs, Entertainment, New Plays, Shows, Exhibits, Stars, Meetings of International Assoc. of Parents of the Deaf.

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June 29-
July 5, 1980

where

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American Deafness And Rehabilitation Association, JUNIOR NAD

who?

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all walks of
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Americans - Foreigners

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time to celebrate

WHY?

For more info send the form below

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Registration



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